

Migrant Education Program

Comprehensive Needs Assessment



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Abbreviations

CNA	Comprehensive Needs Assessment
CCSS	Common Core State Standards
CSPR	Consolidated State Performance Report
DOE	Department of Education
EL	English Learner
ELD	English Language Development
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
GPRA	Government Performance and Results Act of 1993
IEP	Individual Education Plan
ILP	Individual Learning Plan
LEA	Local Educational Agency
LEP	Limited English Proficiency
LQM	Last Qualifying Move (used interchangeably with QAD)
MEP	Migrant Education Program
MEAP	Michigan Education Assessment Program
MiAccess	Michigan Access Assessment
MME	Michigan Merit Examination
MiMEP	Michigan Migrant Education Program
MEDS	Migrant Education Data System
OME	U.S. Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PFS	Priority for Services
PS	Preschool
QAD	Qualifying Arrival Date (used interchangeably with LQM)
RTI	Response to Instruction
SEA	State Department of Education
SDP	Service Delivery Plan

Federal Migrant Comprehensive Needs Assessment Legislative and the Seven Areas of Concern

ESEA/NCLB Title I, Part C

Developing and implementing the Migrant Comprehensive Needs Assessment (CNA) is a requirement of Migrant Education Programs (MEP) for all state departments of education (SEA) that receive federal funding for migrant students. Specifically, Section 1306(a)(1) of Title I, Part C of the Elementary and Secondary Education Act/No Child Left Behind Act of 2001 (ESEA/NCLB) requires that the State [SEA] and their local operating agencies identify and address the special educational needs of migratory children in accordance with a comprehensive needs assessment that:

- Is integrated with other programs, including but not limited to those authorized by the Elementary and Secondary Education Act (ESEA);
- Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Specifies measurable program goals and outcomes;
- Encompasses the full range of services that are available to migrant children from appropriate local, State, and Federal educational programs;
- Is the product of joint planning among parents of migrant children, teachers, community stakeholders and the administrators of local, Migrant Education Programs and State, and Federal programs, including Title I, Part A, early childhood programs, and language development programs under Title III: and
- Provides for the integration of services available under this part with services provided by such other programs.

The Migrant Education Programs' Seven Areas of Concern

From 2002-2005, U.S. Office of Migrant Education (OME) instituted a pilot program with four states to determine the greatest needs of migrant students. The results revealed several areas that were critical to migrant students' success in school. OME expects the areas, titled the "Seven Areas of Concern," to be addressed in each state's CNA. Michigan focused on these areas – as will be described in later sections – in developing its CNA.

1) *Educational Continuity:*

- Migrant students often are forced to move during the regular school year and students tend to experience a lack of educational continuity;
- Cumulative impact of educational discontinuity is daunting; and
- Students moving more than three times over six years are likely to fall behind by a full academic year.

2) *Instructional Time:*

- Mobility impacts time students spend in class and attendance patterns;
 - This leads to lower levels of achievement; and
 - Ameliorating impact of family mobility and delays in enrollment procedures are essential.
- 3) *School Engagement:*
- Migrant students face adjustments to new school settings, making new friends, and social acceptance challenges; and
 - Can lead to behavioral, emotional, and cognitive issues.
- 4) *English Language Development (ELD):*
- ELD is critical for academic success;
 - Includes literacy skills for content area learning; and
 - Find avenues to supplement the difficulties faced by migrant students in ELD due to their unique lifestyle, while not supplanting the alternative language program or Title III program activities.
- 5) *Educational Support in the Home:*
- Associated with a child's success in school;
 - Reflects exposure to reading materials, a broad vocabulary, and educational games and puzzles;
 - Reflects parent educational background and socio-economic status; and
 - Parents may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment.
- 6) *Health:*
- A basic need that migrant students often do not attain;
 - Issues include: dental, vision and nutritional needs;
 - Higher proportions of acute and chronic health problems;
 - Higher childhood and infant mortality rates;
 - Greater risk of pesticide poisoning, farm injuries, heat-related illness, and poverty;
 - More likely to be uninsured and have difficulties with health care access; and
 - All interfere with the student's ability to learn.
- 7) *Access to Services:*
- Decreased access to educational and education-related services to which migrant children and their families are entitled;
 - Often not viewed as permanent residents, so services become more difficult to obtain.

This document describes the process that the Michigan Department of Education used in developing its Migrant Comprehensive Needs Assessment as well as the findings of the CNA committee. The Comprehensive Needs Assessment meets the federal mandates cited on the previous page and addresses the seven areas of concern identified by OME.

Michigan Migrant Demographics

Michigan Migrant Education Program identified 5,627 migrant children between the ages of 3 and 21 between September 1, 2010 and August 31, 2011. This is a unique count of eligible migrant children who were identified during the regular school year and/or the summer program. This count includes students who were participating in local MEPs and those who were identified in areas not served by local MEPs. This count does not include birth to age two.

Counts for the demographic section of this document were retrieved from the 2010-11 Consolidated State Performance Report (CSPR).

Eligible Migrant Students

Exhibit #1 shows the number of qualifying migrant students identified according to grade or age during the twelve month period from September 1, 2010 to August 31, 2011. This includes students who attended regular year programs and/or summer programs. The percentages show the distribution of eligible migrant students in each age/grade category. Each child is counted once during the twelve month period. Results are broken down by age and category. OS refers to Out-of-School Youth and UG is reserved for those non-graded programs such as alternative high school programs. Since Michigan's CNA examines the area of School Readiness, birth through age two counts have been included in the following charts when available.

Age/Grade	12 Month Count of Eligible Migrant Students		Summer/Intersession Count of Eligible Migrant Students	
	September 1, 2010 to August 31, 2011		Summer Only	
	Number	% of Total age/grade level distribution (not including birth to two)	Number	% of Total age/grade level distribution
Birth – Age 2	1041			
Ages 3 – 5	813	14.4%	662	18.6%
K	581	10.3%	419	11.8%
1	523	9.3%	390	11.0%
2	439	7.8%	334	9.4%
3	423	7.5%	307	8.6%
4	382	6.8%	279	7.8%
5	363	6.5%	250	7.0%
6	337	6.0%	207	5.8%
7	291	5.2%	183	5.1%
8	320	5.7%	172	4.8%
9	294	5.2%	118	3.3%
10	261	4.6%	85	2.4%
11	178	3.2%	49	1.4%
12	98	1.7%	9	0.3%
UG	157	2.8%	80	2.2%
OS	161	2.9%	13	0.4%
Total	5,627		3,557	
Total: Including Birth to Two	6,668			

Exhibit #1: Grade Distribution of Migrant Students, 2010-11

Eligible Priority for Services Migrant Students

Exhibit #2 shows the number and percent of students that qualify for *priority for services* (PFS). In compliance with ESEA Title I, Part C Section 1304(d), state and local MEP programs must have consistent criteria used to determine the Priority for Services status of migrant students. During and prior to the 2011-12 school year, local MEPS interpreted and applied these criteria at the individual program level. Beginning in 2012-13, the Michigan MEP issued guidance and common documentation regarding Priority for Services for all migrant programs. Thus, the PFS counts included in this section may reflect slight differences in the interpretation of the two federal criteria. Michigan's State Delivery Plan will further address this topic.

Students may qualify for *priority for services* if both of the following criteria are met:

A migrant student who has "priority for services" is a child

- (1) whose education has been interrupted during the regular school year, **and**
- (2) who is failing, or most at risk of failing, to meet the State's challenging State academic content and achievement standards.

Age/Grade	Eligible Migrant Students with Priority for Services Status	
	Number	% of Total PFS Students <i>age/grade level distribution</i>
Ages 3 – 5	337	8.1%
K	451	10.9%
1	443	10.7%
2	375	9.0%
3	346	8.3%
4	322	7.8%
5	312	7.5%
6	270	6.5%
7	245	5.9%
8	252	6.1%
9	232	5.6%
10	206	5.0%
11	130	3.1%
12	77	1.9%
UG	139	3.3%
OS	16	0.4%
Total	4,153	

Exhibit #2: Grade Distribution of Migrant PFS Students, 2010-11

Participating Migrant Students

Exhibit #3 reports the number of **participating** Migrant children. These include migrant children who received MEP funded instructional or support services during the twelve months. This is a unique, unduplicated count of students who may have received services during both the regular year and the summer program. During the 2010-11 collection, all eligible migrant students were presumed to have received Migrant services and thus were counted as participating. While completing the CNA process, the committee examined some of the causes for migrant students who are eligible but not participating.

Age/Grade	12 Month Count of Participating Migrant Students		Summer/Intersession Count of Participating Migrant Students	
	<i>September 1, 2010 to August 31, 2011</i>		<i>Summer Only</i>	
	Number	% of Total age/grade level distribution	Number	% of Total age/grade level distribution
Birth – Age 2	1034	15.8%	301	9.1%
Ages 3 – 5	796	12.2%	455	13.8%
K	570	8.7%	362	11.0%
1	509	7.8%	345	10.5%
2	426	6.5%	298	9.1%
3	417	6.4%	262	8.0%
4	371	5.7%	238	7.2%
5	352	5.4%	220	6.7%
6	326	5.0%	165	5.0%
7	291	4.5%	148	4.5%
8	314	4.8%	151	4.6%
9	287	4.4%	106	3.2%
10	257	3.9%	87	2.6%
11	169	2.6%	46	1.4%
12	94	1.4%	9	0.3%
UG	157	2.4%	81	2.5%
OS	160	2.5%	16	0.5%
Total: Including Birth to Two	6,530		3,290	

Exhibit #3: Grade Distribution of Migrant Students Participating in MEPs, 2010-11

Migrant Student Mobility

The following chart, Exhibit #4, shows a breakdown by age and grade of eligible migrant students who have moved during the prior years. Migrant students are eligible for a period of three years following their last qualifying move (LQM). They may continue to receive a continuation of services for one year following their eligibility expiration. Students who moved during the school year are concerned to be at greater risk of failing, thus the inclusion of the last column. It is important to monitor the school year mobility in addition to the 12 month mobility of migrant students.

Age/Grade	12 months	Previous 13-24	Previous 25-36	Previous 37-48	Move During Regular School year
<i>Birth – Age 2</i>	788	206	33	14	202
Ages 3 – 5	555	168	62	28	146
K	361	144	51	25	407
1	322	117	58	26	367
2	276	98	46	19	320
3	271	94	43	15	290
4	242	85	32	23	260
5	233	82	29	19	273
6	220	70	27	20	216
7	188	65	31	13	213
8	219	63	21	17	244
9	156	99	25	14	221
10	157	78	15	11	189
11	97	55	13	13	113
12	28	55	9	6	81
UG	97	57	3	0	78
OS	92	56	12	1	15
<i>Total: Including Birth to Two</i>	4,302	1,592	510	264	3,653

Exhibit #4: Migrant Student Mobility, 2010-11

English Language Proficiency

The majority of Michigan's Migrant students qualify as Limited English Proficient (LEP). During the CNA process, an important data element was clarified in the state's migrant data collection. The Michigan Migrant Education Data System collects information on whether or not a student was assessed to determine LEP eligibility. It does not collect information on the number of migrant students who qualified and were deemed eligible according to Michigan's English

Learners: Common Entrance and Exit Protocol. This collection issue will be addressed in the Michigan's State Delivery Plan.

The chart below provides data from the 2010-11 CSPR. This data shows the number of migrant students determined to be Limited English Proficiency eligibility.

Age/ Grade	Number of Limited English Proficient Assessed	% of Total <i>age/grade level distribution</i>
Ages 3 – 5	137	4.4%
K	366	11.8%
1	352	11.4%
2	300	9.7%
3	284	9.2%
4	240	7.7%
5	252	8.1%
6	198	6.4%
7	180	5.8%
8	201	6.5%
9	167	5.4%
10	149	4.8%
11	81	2.6%
12	51	1.6%
UG	132	4.3%
OS	7	0.2%
Total	3097	

Exhibit #5: Limited English Proficiency of Migrant Students, 2010-11

Migrant Children with Disabilities

Michigan MEP and local programs provide support to eligible migrant children who are also children with disabilities. This count is based on the number of students reported in Michigan's Migrant Education Data System as Special Education students with Individualized Education Plans (IEPs).

Age/ Grade	Number of Migrant, Special Education Students	% of Total <i>age/grade level distribution</i>
<i>Birth – Age 2</i>	<i>3</i>	<i>1.1%</i>
Ages 3 – 5	12	4.5%
K	19	7.1%
1	23	8.6%
2	17	6.4%
3	14	5.3%
4	25	9.4%
5	24	9.0%
6	24	9.0%
7	23	8.6%
8	20	7.5%
9	20	7.5%
10	14	5.3%
11	11	4.1%
12	8	3.0%
UG	5	1.9%
OS	4	1.5%
<i>Total: Including Birth to Two</i>	<i>266</i>	

Exhibit #6: Migrant Children with Disabilities, 2010-11

MEP Projects and Staff

Michigan hosts twenty-eight regular school year migrant education programs and twenty-six summer education programs.

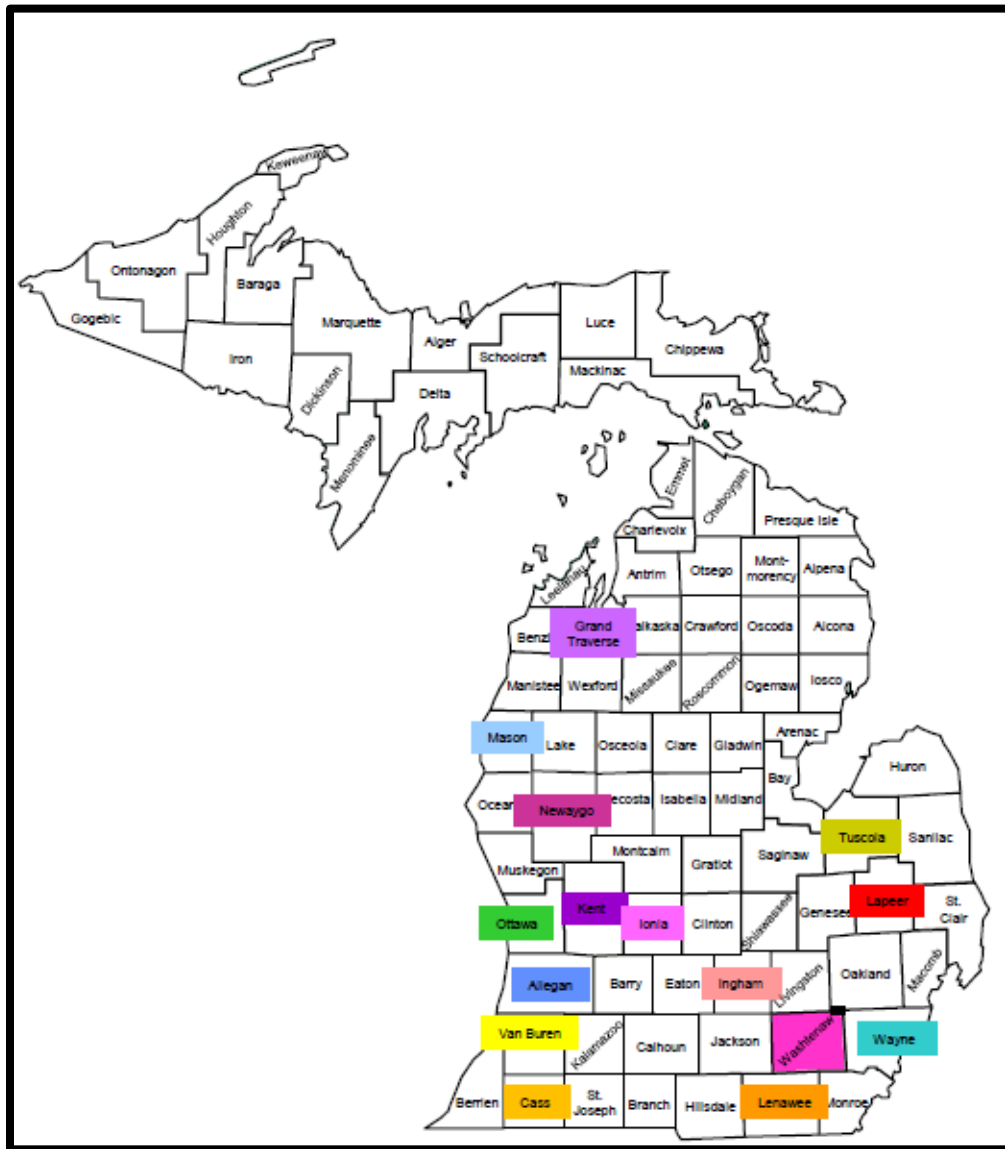


Exhibit #7: Map of Michigan's Local Migrant Education Programs, Regular Year and Summer, 2010-11

Local Migrant Projects:

Allegan County

- Fennville P.S.

Eaton County

- Berrien Springs P.S.
- Eau Claire P.S.
- Watervliet S.D.
- Coloma C.S.

Cass County

- Dowagiac Union S.D.

Grand Traverse County

- Northwestern Michigan Migrant

Ingham County

- Stockbridge

Ionia County

- Belding Area S.D.

Kent County

- Grand Rapids P.S.
- Kenowa Hills P.S.
- Kent City C.S.
- Sparta Area Schools

Lapeer County

- Imlay City C.S.

Lenawee County

- Blissfield C.S.

Mason County

- Mason County Central Schools

Newaygo County

- Grant Public S.D.

Oceana County

- Hart Public S.D.
- Shelby P.S.
- Walkerville P.S.

Ottawa County

- Grand Haven Area P.S.
- West Ottawa P.S.D.
- Coopersville A.P.S.D.

Van Buren County

- Van Buren I.S.D.
- South Haven P.S.
- Bangor P.S.
- Hartford P.S.

Washtenaw County

- Manchester C.S.

Wayne County

- Detroit City S.D.

Tuscola County

- Reese

The Table below displays the headcount and FTE by job classification of staff funded by MEP during 2010-11 Programs:

	Regular school year		Summer term or intersession	
	Headcount	FTE	Headcount	FTE
Records transfer staff	5	1	4	2
Teachers	41	28	166	102
Counselors	0	0	2	0
All paraprofessionals	42	29	73	63
Recruiters	26	18	6	3
Administrators	14	7	10	5

Exhibit #8: Local MEP Staffing, 2010-11

Michigan's CNA Development Process: Purpose and Overview

Purpose of CNA

The purpose of the Michigan Migrant Education Program (MiMEP) is to help migrant children and youth overcome the challenges of mobility, cultural, and language barriers, social isolation and other difficulties associated with the migratory life. Our goals are to lead our migrant students towards challenging and successful schooling as well as a life of college and/or careers.

Michigan MEP recognizes our responsibility to give priority for services to migrant children and youth who are failing to meet the state's content and performance standards and have experienced educational interruption during the regular school year. Additionally, the needs of our migrant students differ from the needs of the general English learner (EL) population. A large percentage of migrant students (60 percent) require rigorous and intensive English language development programming and services that take into consideration the mobility and poverty issues faced by migrant families.

Overview of Process of Development CNA

The Michigan process of developing the CNA carefully considered the migrant student population and their specific needs.

The CNA development process followed a three-phase model (Exhibit #9) as suggested by the U.S. Office of Migrant Education (OME).

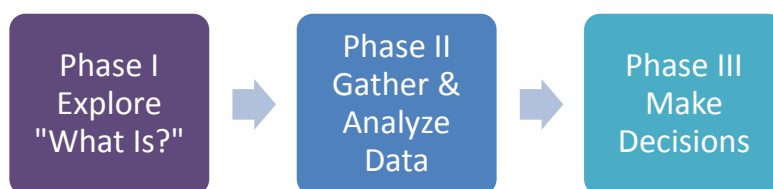


Exhibit #9: CNA Development Process: Three-Phase Model

Phase I, "What is?", asks the questions of: "What is the data that we have? What does it tell us? What data do we still need to obtain a full picture of our migrant students and programs?"

Phase II, "Gather and Analyze Data", is the step where additional data is obtained and analyzed.

Phase III, "Make Decisions", includes forming concern statements, identifying data sources, writing need statements, and developing corresponding written objectives, strategies, and activities.

Descriptions of each phase and the work conducted follow in the next sections.

Phase I: Exploring “What is”

Phase I of the three-step process of CNA development is to explore “what is”. The CNA committee pursued the following questions:

- What is the current situation with migrant students?
- Who are they and where are they?
- How long do they stay in Michigan?
- What are their goals as students? As families?
- What programs do we have to support them?
- How well are those programs functioning?

This phase included bringing together the available data, determining what data was missing, and locating the missing data when possible. This process occurred between April-November 2012.

Creating the Advisory Committee and Setting the Stage: Meeting #1, April 27, 2012

Per the federal requirements of establishing a “joint planning team” for CNA development, the Michigan Migrant Education Program established a committee of knowledgeable and concerned “stakeholders” or persons with vested interest in the success of migrant students. The Migrant CNA Advisory Committee (hereto, “committee”) consisted of parents, teachers, district administrators, local community organizations including Department of Human Services, the Hispanic Center of Grand Rapids, Telamon, the two Identification and Recruitment State Centers, and Department of Education staff from Migrant Education Program and Early Childhood. (See page 2 for list of committee members and affiliations). In addition Great Lakes East Comprehensive Center staff assisted in planning and facilitating the meetings. The committee members reflected pertinent knowledge areas, regions of the state, home languages, and concern for students at certain ages and grade levels. The committee remained committed to the work with excellent attendance throughout the nine months of the CNA development.

The initial meeting of the committee occurred in Lansing on April 27, 2012. The agenda (Appendix A) included discussion of the OME requirements, including the Government Performance and Results Act of 1993 (GPRAs) and the Service Delivery Plan (SDP). Additionally, the Michigan Migrant Office presented the critical role of migrant programs for student school and life success; the purpose, benefits, and legal requirements of the CNA; the process of CNA development; and the action steps. Each committee member received an assignment to one of four areas to be addressed in the CNA: (1) reading proficiency, (2) mathematics proficiency, (3) graduation rate, or (4) school readiness.

Preparation for Phase I: Summer/Fall 2012

During the summer and early fall, MDE Office of Migrant Education gathered available migrant student and program data such as Michigan Educational Assessment Program (MEAP), and the Michigan Merit Exam (MME) results. Data sources included: State Report Card, Consolidated Performance Reports for 2010-11, Bureau of Assessment and Accountability (BAA), Migrant Education Data System (MEDS), and Michigan Student Data System (MSDS).

The information is provided in the exhibits within each Phase and followed by the committee's observations about the data.

Phase I: Exploring "What Is": Meeting #2, October 18, 2012

On October 18, 2012, the full CNA committee met. MiMEP sought additional representation from key stakeholders including the Parent Advisory Committee, non-profit organizations (Hispanic Center of West Michigan, Telamon, Telamon/Migrant HeadStart), state agencies and departments (Department of Human Services - Office of Migrant Affairs, Michigan Department of Education - Early Childhood/Office of Great Start), Statewide Identification and Recruitment Centers, University Staff, and local programs. An additional 16 members were added to the committee to ensure full representation of stakeholders. Two of the three Parent Advisory Committee Officers also joined the committee beginning with meeting two.

Each committee member received an assignment to one of four areas to be addressed in the CNA: (1) reading proficiency, (2) mathematics proficiency, (3) graduation rate, or (4) school readiness, according to their knowledge and expertise.

Following the analysis of the data, the committee began the process of writing concern statements. These were finalized during the November meeting and are included in the Phase II: Gathering and Analyzing Data.

Analyzing the Available Data

The committee reviewed the available data including demographic, MEP services provided, and academic data. The data sources provided information, which the committee reviewed in their four goal area teams. The groups commented on the available data and noted what was missing.

Eligible and Participating Migrant Students

The count of eligible Migrant students includes all identified migrant children age 3-21 that have been recruited in the state of Michigan. The count of participating Migrant students includes the subset of the eligible migrants that participated in local Migrant Education Programs. This information allows the state to determine if the number of students is increasing and therefore, if sufficient programs are in place.

Committee Observations:

- A greater number of students are eligible for migrant services than participate in them.
- For the three school years that data is available, students that are eligible for migrant services declined each year.
- The number of participating migrant student increased from 2008-09 to 2009-10 and then decreased from 2009-10 to 2010-11.

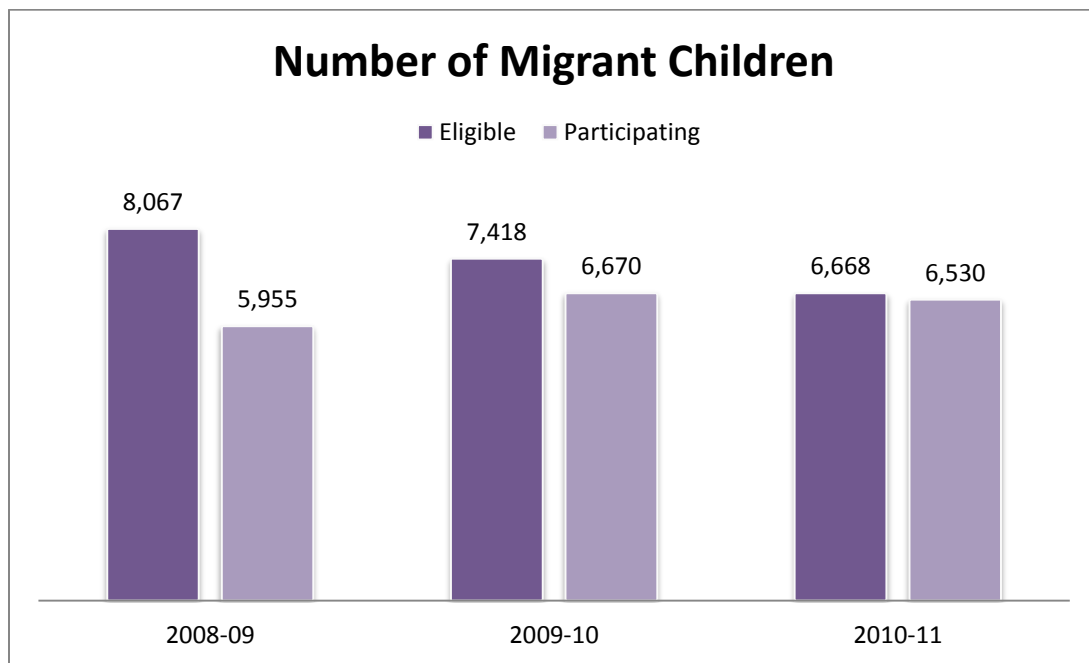


Exhibit #10: Number of Eligible and Participating Migrant Students 2008-09, 2009-10, 2010-11

Migrant Home Base Demographics

A student's "home base" is self-reported by the family. It is the location that the family considers their home. Families report their home when the Certificate of Eligibility is completed by the recruiter. This information is captured in the Migrant Education Data System (MEDS). Texas is the largest home base at 32% for students, with Florida at 28% as second. Michigan is listed as home base for 20% of the students. This may or may not mean that students stay within the same school or school district throughout the school year. This information allows us to consider the needs for communicating with other states that our students consider their home base as well as across Michigan and between individual programs within the state. Many times a student will graduate from the home base, high school.

Committee Observations:

- Despite the committee's beliefs, fewer numbers of students are reporting Mexico as their home base.
- Despite the committee's beliefs, Florida is rapidly increasing as home base for students at a percentage similar to Texas.

Migrant Home Base Demographics

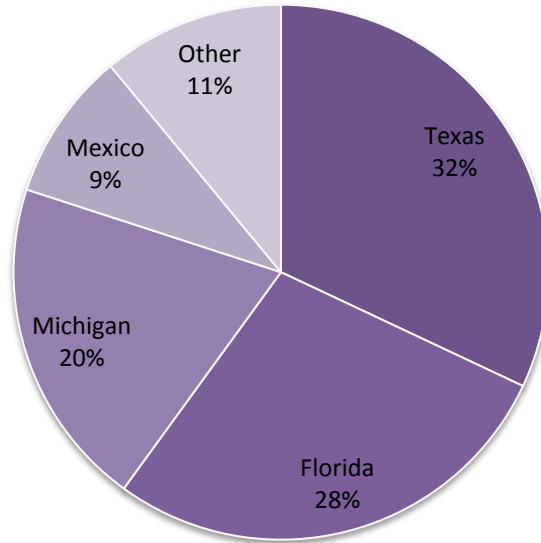


Exhibit #11: Migrant Home Base Demographics as Reported in MEDS, 2010-11

Migrant Student Mobility

The majority of Michigan's migrant students move at least once during the regular school year. Of the 3673 migrant students that moved, 84.5% had 1 move and 16% had two or more moves. Many students leave and return back to the same district. These scenarios are counted as 2 moves - 1 for their first enrollment, and 1 when they returned. These counts include only migrant qualifying moves. Additional moves made by the family that were not related to qualifying migrant work are not included.

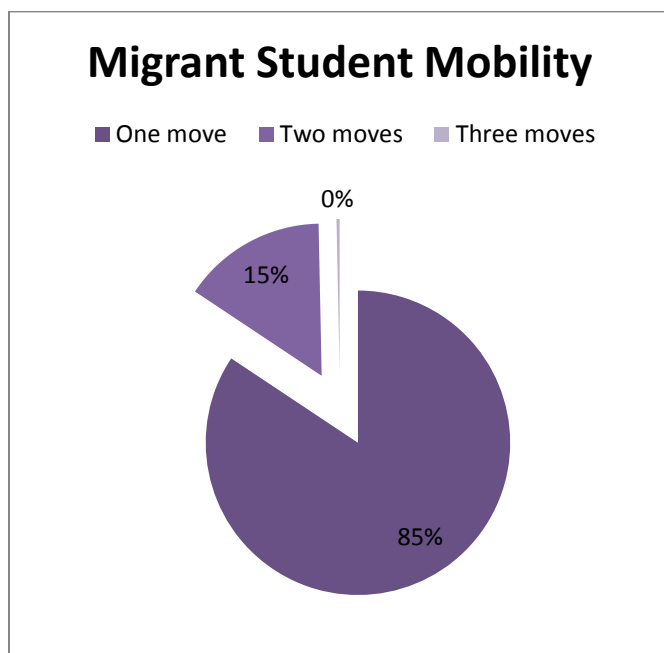


Exhibit #12: Migrant Student Mobility, 2010-11

Migrant Students Receiving MEP Services

There are four main types of services supported by the local MEPs. They include support services, referred services, instructional services and credit accrual.

Support services include any MEP funded service such as counseling, health services, etc. Only services provided with Title I, Part C monies are eligible to be counted. Counseling services reported in Exhibit #13 are also counted as support services. Therefore, the count of migrant students receiving counseling is a subset of the total count of those receiving any type of support services.

Referred services are not funded directly by the MEP. However, migrant staff is often integral in making referrals and ensuring migrant families are able to follow-up on these referrals. Referred services are only reported when the local MEP has evidence that the family followed through with the referral. Referrals may be health related, for counseling services, or to local agencies for food and shelter. Referred services are based on the needs of the families and may include a wide range of needs.

Instructional services can be further delineated by: reading or math instructional services provided by a certified teacher in reading or math; and any instructional services, which may be academic support provided by a paraprofessional or certified teacher in any content area. The category of any instructional services includes additional English language support services provided by the local MEP to reduce language barriers and supplement migrant students English Learner services. Reading and math instructional services are reported in their respective categories as well as in any instructional services when the data is collected. Each student is counted only once per type of service (any instructional, reading, math and/or credit

accrual) regardless of the number of services they may receive. Credit accrual is another important instructional service. These are services provided to a secondary migrant student to support them in accruing needed credit towards graduation.

Committee Observations:

- Migrant students have improved their performance in mathematics over the past three years.
- Migrant students' performance on the state reading assessments fluctuated and has not been consistently upward or downward.
- Credit accrual services declined over the last year.
- Counseling services drastically declined.

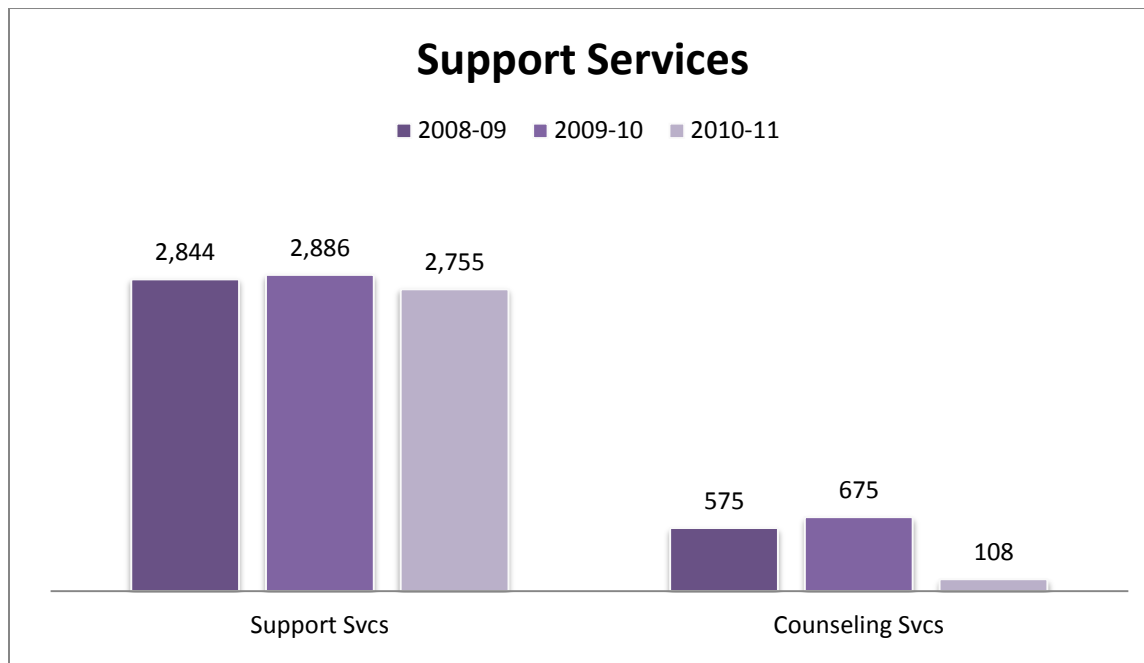


Exhibit #13: Migrant Students Receiving Support Services: 2008-09, 2009-10, 2010-11

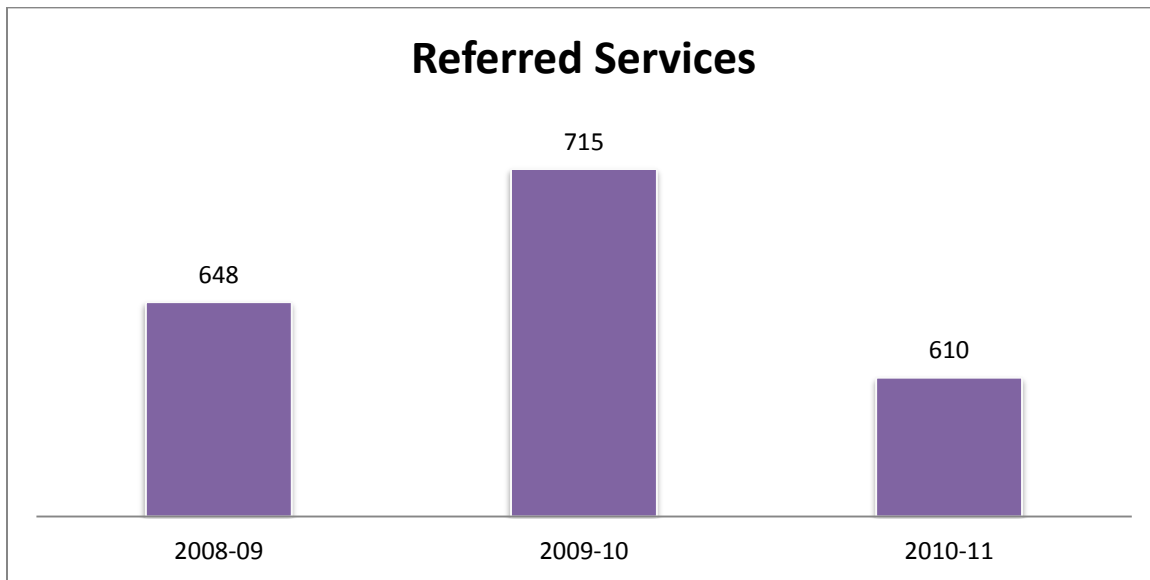


Exhibit #14: Migrant Students Receiving Referred Services: 2008-09, 2009-10, 2010-11

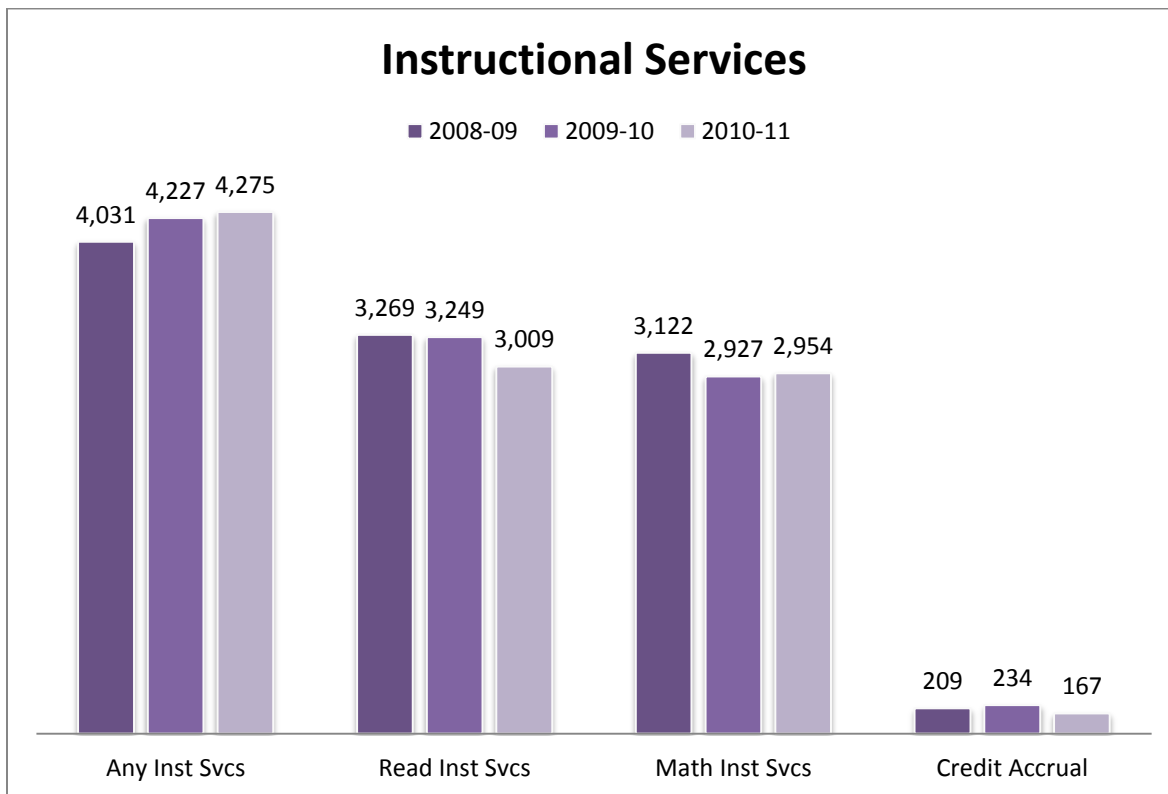


Exhibit #15: Migrant Students Receiving Instructional Services: 2008-09, 2009-10, 2010-11

Migrant Students LEP and Special Needs

Data presented in the following charts includes students assessed for “limited English proficient” (LEP) eligibility, students with an active Individual Education Plan (IEP) specifying the qualifying Special Education services, and students with special health needs, including acute or chronic health conditions.

Committee Observations:

- At a state level, special education or special need students represent 14-15% of the overall student population. Migrant students considered to have special needs account for 4% of the overall student population. Therefore, a lower percentage of migrant students are determined to have special needs and in need of services.

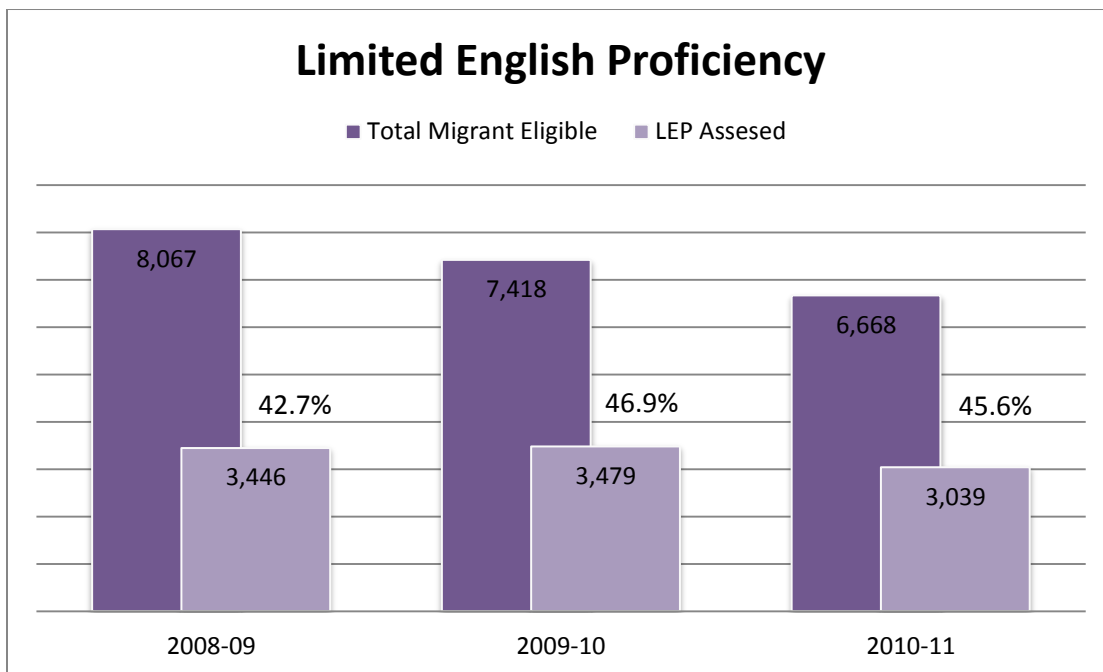


Exhibit #16: Migrant Students with Limited English Proficiency: 2008-09, 2009-10, 2010-11

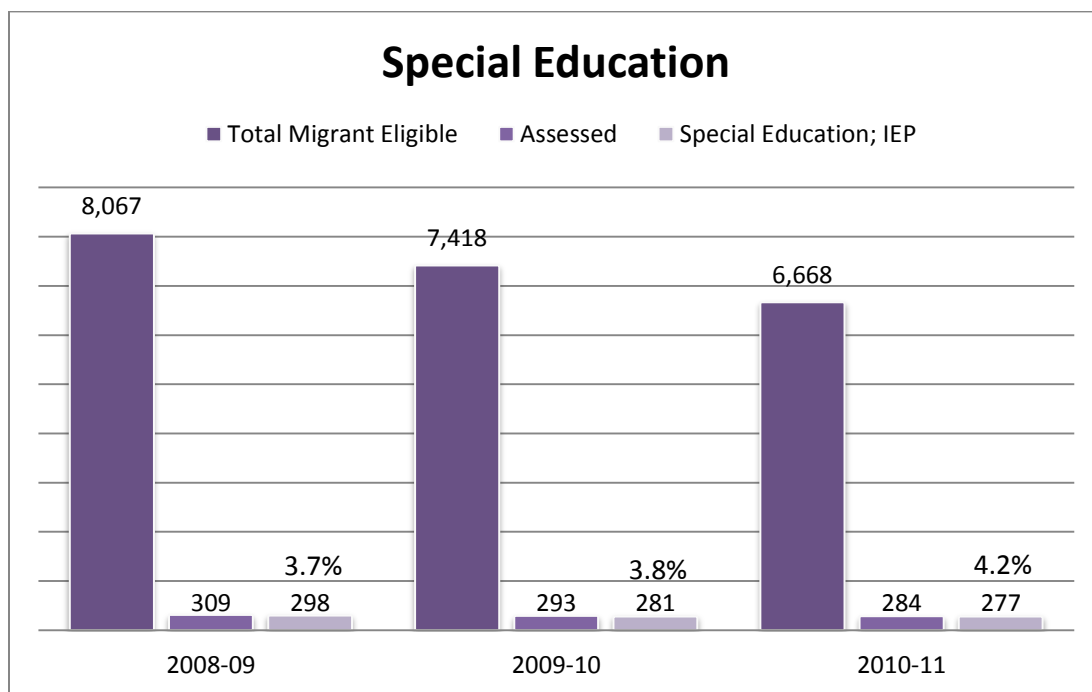


Exhibit #17: Migrant Students with Assessed for Disabilities and Those with IEPs: 2008-09, 2009-10, 2010-11

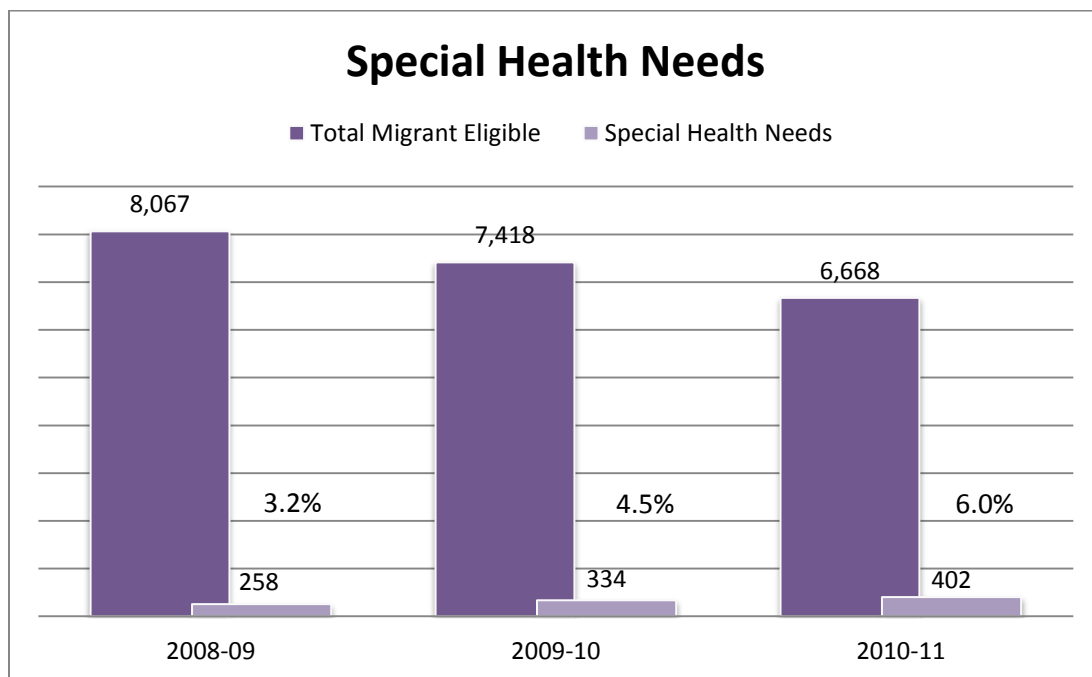


Exhibit #18: Migrant Students with Special Health Needs: 2008-09, 2009-10, 2010-11

Academic Proficiency

To monitor reading and math proficiency, all students, including migrant students that are in the state during the testing windows, complete the Michigan Education Assessment Program (MEAP) test or the Michigan Merit Examination (MME) according to their grade level. Both tests provide results for reading and mathematics.

The MEAP is administered annually in grades three through eight. It is based on state education standards and is the only common measure given statewide to students. It is designed to measure what Michigan educators, employers, and parents believe all students should know and be able to do.

The Michigan Merit Examination (MME) measures Michigan eleventh graders' career- and college-readiness. It is based on the Michigan High School Content Expectations and provides scores in mathematics, science, reading, writing, and social studies. MME consists of three components: (1) ACT Plus Writing® college entrance examination; (2) WorkKeys® job skills assessments in reading, mathematics, and "locating information," and (c) Michigan-developed assessments in mathematics, science, and social studies.

Committee Observations:

- When examining the achievement data for migrant students over time, the trend shows that generally they have improved their performance in mathematics over the past three years.
- The achievement gaps in mathematics between migrant students and all others except for students with disabilities (SWDs) start at the middle school, especially at 8th grade and continue to high school.

Four Year Comparison of MEAP/MME Results								
Migrant Students								
Grade	Math				Reading			
	2011	2010	2009	2008	2011	2010	2009	2008
3	18	94	91	80	40	72	82	73
4	26	94	89	82	47	75	71	63
5	26	82	75	63	43	72	72	59
6	18	82	74	73	36	73	81	62
7	18	88	72	72	34	63	62	66
8	8	77	55	64	37	69	77	54
11	27	34	32	13	25	41	43	25

All Students Except Students With Disabilities								
Grade	Math				Reading			
	2011	2010	2009	2008	2011	2010	2009	2008
3	38	96	96	80	65	90	92	73
4	42	93	94	82	71	88	87	63
5	42	84	83	63	73	89	89	59
6	40	88	86	73	71	88	91	62
7	40	89	80	72	64	84	86	66
8	32	82	75	64	65	87	88	54
11	42	69	53	50	67	64	64	66

Exhibit #19: Four Year Comparison of Reading and Math Achievement Data: 2008-09, 2009-10, 2010-11

Reading

Students in grades 3 through 8 are shown in Exhibit #20.

Committee Observations:

- Reading proficiency results fluctuated, and were inconsistent from year to year. Reading gaps occurred significantly at third grade and continued to grow with each subsequent year.

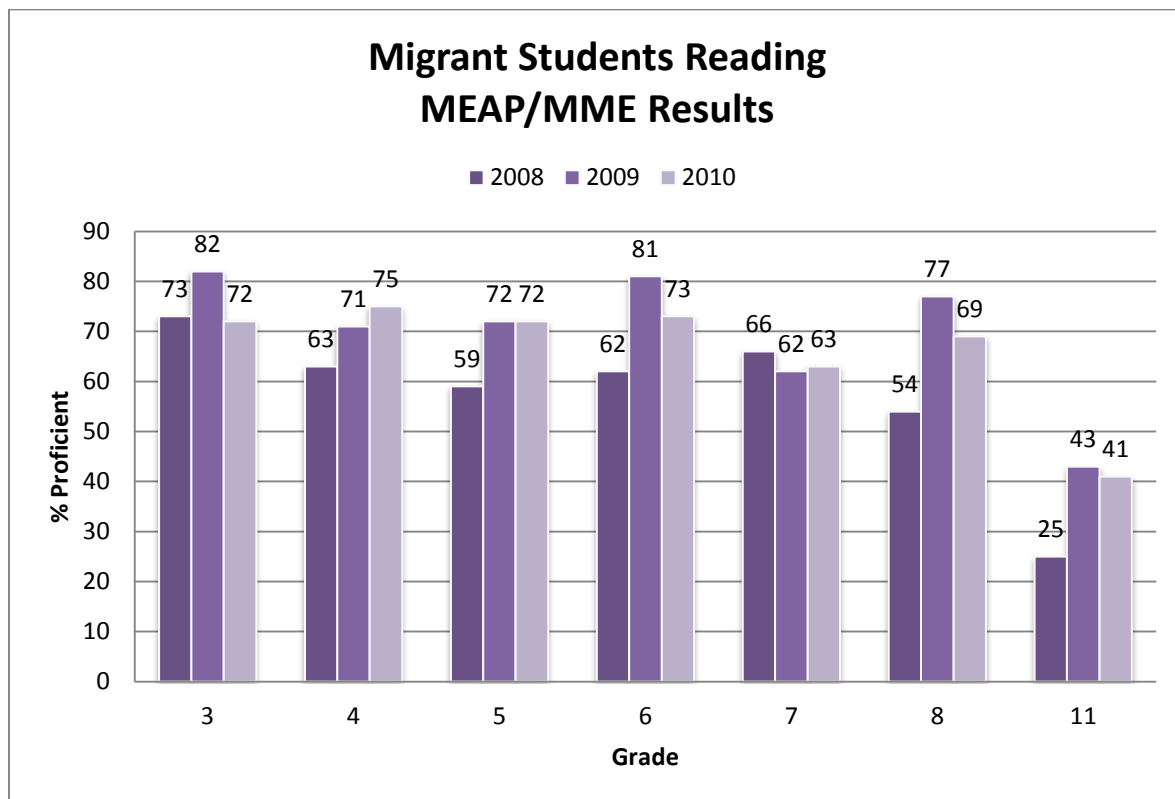


Exhibit #20: Reading: Migrant Students MEAP/MME Standardized Test Results – 2008-09, 2009-10, 2010-11

Mathematics

As with reading, mathematics proficiency occurs through student results of the Michigan Education Assessment Program (MEAP) test and the Michigan Merit Examination (MME). All students, including migrant students that are in the state during the testing window, complete both tests with the MEAP is administered annually in grades three through eight and the MME administered in March in eleventh grade students.

Committee Observations:

- Mathematics proficiency declined with each subsequent grade level from third to eleventh grade.
- Mathematics proficiency improved with each school year from 2008 to 2009 to 2010.
- Math proficiency in eleventh grade increased each year – 2008, 2009, 2010 – but still was well below 50% at 13-34%.
- Mathematics gap started in middle school and continued through eleventh grade.

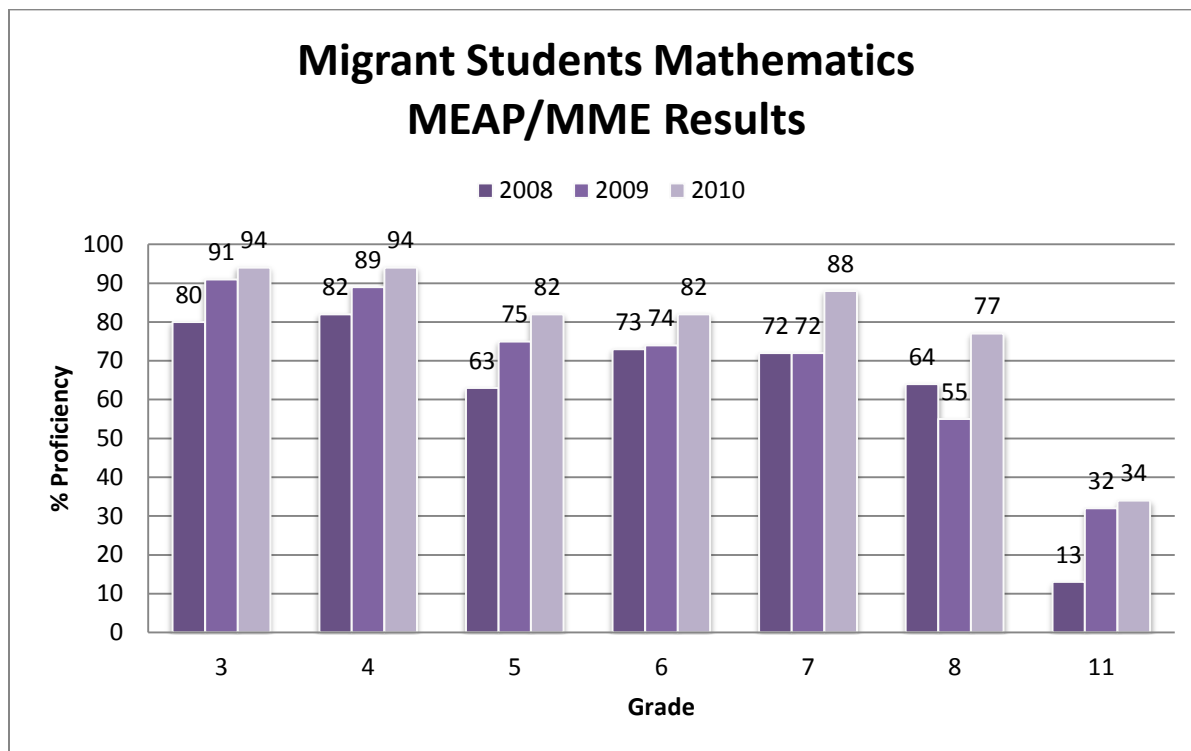


Exhibit #21: Mathematics: Migrant Students' MEAP/MME Standardized Test Results - 2008, 2009, 2010

Graduation and Dropout Rates for Five-Year Graduates:

As shown in the table below, graduation rate among migrant students improved seven points in 2009-10, and improved six points again in 2010-11. The 18 points graduation gap between migrant and all students in 2008-09 dropped to 12 points in 2009-10 and to 6 points in 2010-11. Cohort refers to the group of students who began high school and if they remained on track, would have proceeded through their high school years together. Thus, 64% of the 137 migrant students enrolling as 9th graders in 2007-08 graduated within the next five years.

Committee Observations:

- Migrant students are graduating at a significantly lower rate than all students in Michigan.
- The dropout rate of migrant students is also significantly greater than for all students.

Graduation and Dropout Rates for Five-Year Graduates

2010-11 Five-Year Graduation/Dropout					
Location	Report Category	School Year	Cohort	Graduation	Dropout
State	Migrant	2007-08	137	64.23%	32.12%
State	Migrant	2008-09	126	60.32%	34.92%
State	Migrant	2009-10	113	67.26%	30.09%
State	Migrant	2010-11	90	73.33%	25.56%
2010-11 Five-Year Graduation/Dropout					
Location	Report Category	School Year	Cohort	Graduation	Dropout
State	All Students	2007-08	140861	78.93%	17.01%
State	All Students	2008-09	145570	79.06%	15.59%
State	All Students	2009-10	142236	79.17%	14.81%
State	All Students	2010-11	138006	79.20%	14.68%

Exhibit #22: Graduation and Dropout Rates - 2008, 2009, 2010

Determining What's Missing

Once each of the four area teams developed their committee observations they answered the question, "What is missing from this data? What don't we know that we should know in planning supports and services for Michigan's migrant students?" The committee found that the information fell into two categories. The first group of missing data could not be obtained, generally because the state did not keep statistics in that area. The state is working toward collecting some of the data, such as in the area of early childhood. For the second group, the missing data was perceptual – the voices of the students, parents, and teachers. The group determined that surveying each group would provide the essential missing "voice" from these important stakeholders. A survey development group formed to create the surveys and translate the surveys into Spanish. MiMEP sent the surveys to all program directors who distributed the surveys according to the directions provided. MiMEP received 76 Parent Surveys, 29 Teacher Surveys and 91 Student Surveys. MiMEP tabulated the totals and created tables or graphs to be reviewed by the committee at the next meeting in November.

Phase II: Gathering and Analyzing Data

Phase II of the three-step process of CNA development is to gather and analyze additional data. The CNA committee pursued the missing data elements identified during Phase I and began to articulate the concerns prompted by the data.

Preparing for Phase II: October/November 2012

Between October 19, 2012 and October 26, 2012, the survey development group created draft surveys, using the information gathered from the CNA at the October meeting. Draft surveys were created for each target group: students, teachers and parents. The draft surveys were sent to selected members of the CNA for review and comment. The revised versions were translated and proofed by additional members of the CNA committee. The MiMEP inputted the questions into Survey Monkey. To facilitate the process, directors had the option of printing hard copies of the survey or using Survey Monkey. Directions included specific requests regarding the return of surveys; however, all surveys were accepted regardless of the format used. Local MEP directors and additional community stakeholders received the surveys and instructions via email on October 29, 2012 and responses received as of November 9, 2012 were included in the data presented to the CNA Committee on November 15, 2012. Surveys and directions are included in Appendix B.

All hard copies of surveys received by the MiMEP were inputted into survey. Additional surveys were received after the deadline. These did not significantly change the data analyzed by the CNA Committee on November 15, 2012. The CNA Committee felt strongly that all survey responses should be included in the final CNA document. MiMEP ensured that the additional surveys were inputted and the graphs and charts were updated accordingly.

Phase II: Gathering & Analyzing Data: Meeting #3: November 15, 2012

The third meeting of the CNA Committee occurred on November 15, 2012. The agenda consisted of (1) examining the survey data from students, parents, and teachers, (2) developing concern statements from both the qualitative and quantitative data, and (3) developing indicators and needs statements. Data from the surveys added additional information to the committee's knowledge about migrant students, their parents, and their teachers.

The Needs Indicators and Statements as well as data sources were drafted. Revisions of these components were completed in December. The final versions are included in Phase III: Making Decision.

Survey Analysis

MiMEP received 76 Parent Surveys, 29 Teacher Surveys and 91 Student Surveys. Seventy-two of the 76 parents completed the question related to educational background. The parents completing the surveys ranged in educational backgrounds from no school to college graduates;

approximately 53% of parents reported some high school education or beyond. Of the 73 parents responding to the home language question, 68.5% indicated the home language was Spanish; 2.7% (or two parents) indicated English; and 27% indicated both English and Spanish.

Teachers completing the survey reported working with migrant students at different grade levels. Four teachers worked with migrant students at elementary and secondary levels; twelve with elementary students; four with both elementary and middle school grades; seven with middle school, and two with high school. One preschool teacher responded to the survey and there was one teacher who reported “none at this time”.

Of the ninety-one students completing the survey, 16 are in grades 3rd through 5th, 26 are in 6th through 8th, 45 are in grades 9th through 12th, one had graduated high school and one was in college. English was the home language for 7.8% of students; 54.4% indicated Spanish; and 37.8% indicated both English and Spanish.

Student Moves

In the surveys, parents were asked, “How many times do you move within a school year?” Students were asked, “How many times have you moved in the past year?” The parents and students were not a matched set (Exhibit #23). Twenty percent more students than parents reported no moves.

Committee Observations:

- The majority (59.7%) of parents reported moving once a year.
- The majority (38.5%) of students reported moving once a year.
- A significant number of students reported more than three moves in a year.
- The committee indicated surprise at the number of students that did not move at all or that only moved once during the school year.

	Parents (n = 67)		Students (n = 91)	
0	3	4.5%	22	24.2%
1	40	59.7%	35	38.5%
2	20	29.9%	28	30.8%
3	2	3.0%	4	4.4%
More than 3	2	3.0%	2	2.5%

Exhibit #23: Student Moves as Reported by Parents and by Students, 2012

A limitation of the survey question was that the definition of “move” was not defined. Families may have included qualifying and non-qualifying migrant moves. Additionally, the survey was not a randomized sample across the state and the results were not representative of the total Michigan migrant student population.

Student Responsibilities

The committee wanted to learn from students their responsibilities at home. The committee saw this as informational to determining students' time to do homework in the evenings. Choices to this question were: caring for siblings; homework; working to provide additional money for the family; helping siblings or cousins with homework; translating for parents; and other.

Committee Observations

- 82.4% of students considered doing homework as their responsibility at home.
- 61.5% of students indicated caring for siblings as their responsibility.

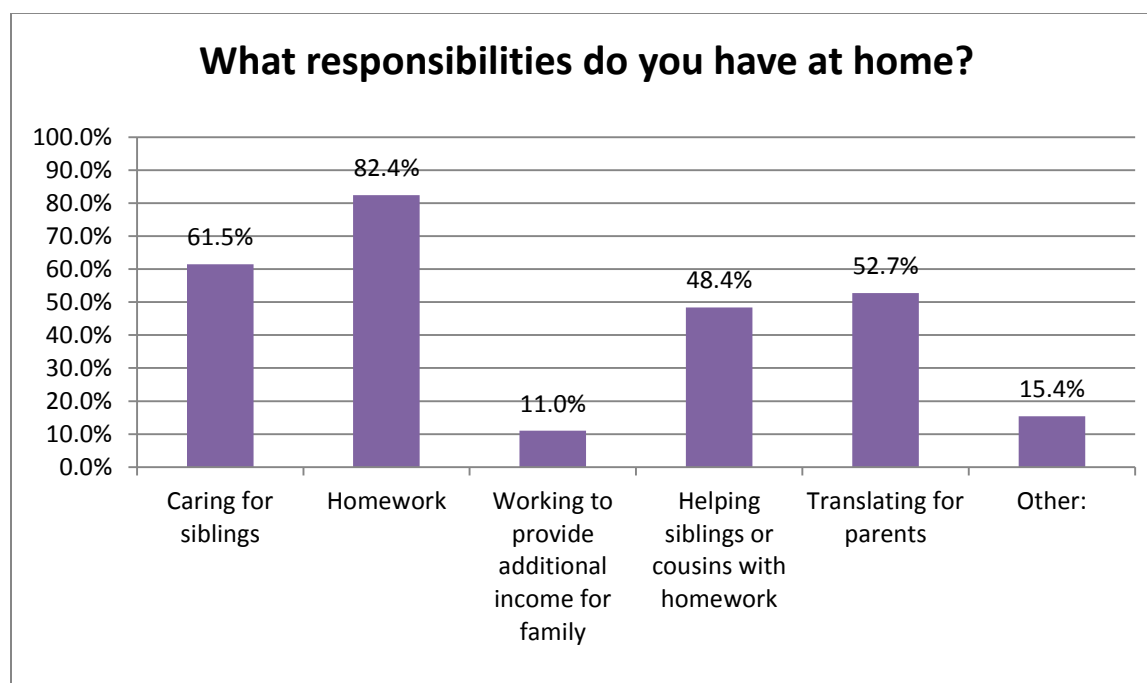


Exhibit #24: Student Responsibilities at Home as Reported by Students, 2012

A limitation of the survey is that it was not presented to a non-migrant peer group as well. The responses of non-migrant peers might be similar. Also, the question did not address how much time is spent completing the responsibilities and whether or not these responsibilities interfere with completing their homework.

Plans to Complete Education

Parents were asked, "What level of education do you expect from your children?" In turn, students were asked two questions, "Do you plan to graduate from high school? Do you want to go to a community college or university?" The question was phrased to ascertain students' "desire" rather than "plan" to alleviate a focus on not having the means to attend college. A

large majority of students at 86% indicated that they “yes” desire to attend or “probably” will attend college or university.

Committee Observation

- Parents desire their children to finish college.
- Students desire to attend a college or university.
- There is a strong consistency between parents’ desires and their children’s desires to attend and/or complete college.

What level of education do you expect from your children?		
Answer	Response Percent	Response Count
Finish 8th grade	0.0%	0
Finish high school	16.4%	12
Finish college	83.6%	61
Work	0.0%	0
<i>Answered Question</i>		73

Exhibit #25: Parents’ Level of Education Expected of their Children

Do you want to go to a community college or to a university?		
Answer Options	Response Percent	Response Count
Yes	70.3%	64
Probably	16.5%	15
Maybe	7.7%	7
No	5.5%	5
<i>Answered Question</i>		91

Exhibit #26: Migrant Students’ Desire to Attend College or University

Understanding English in Classrooms

Since an critical part of school succes for most migrant students is understanding English, the committee included a question on the student survey about this. Students were asked, “How well do you understand your classes at school?” This question was asked following the questions on English and Spanish language proficiency.

Committee Observations

- The majority , 64.8%, reported “sometimes understand” their classes.
- Approximately 30% of students reported that they “always understand” classes at school.
- 5.5% reported “understanding a little”.

- While the majority of students (63%) indicate they sometimes understand English, 80% indicated that they speak English well and 67% reading English well.

How well do you understand your classes at school?		
Answer Options	Response Percent	Response Count
Always understand	29.7%	27
Sometimes understand	64.8%	59
Understand a little	5.5%	5
Never understand	0.0%	0
Answered Question		91

Exhibit #27: Students' Understanding in Classes at School

The students' self-report of understanding their classes is further informed by two additional survey questions, "How well do you speak English" and "How well do you read English?".

How well do you speak English?		
Answer Options	Response Percent	Response Count
Well	80.2%	73
Somewhat	12.1%	11
Little	7.7%	7
Not at all	0.0%	0
Answered Question		91

Exhibit #28: Student Survey: How well do you speak English?

How well do you read English?		
Answer Options	Response Percent	Response Count
Well	67.0%	61
Somewhat	22.0%	20
Little	9.9%	9
Not at all	1.1%	1
Answered Question		91

Exhibit #29: Student Survey: How well do you read English?

Developing Michigan's Concern Statements

Having analyzed the results of the quantitative and qualitative data, the CNA committee turned to developing concern statements. During CNA Meetings #3 and #4 in fall 2012, the committee developed drafts of concern statements and rewrote them as needed to meet the following criteria:

1. Statement is written in the form of “We are concerned that....”;
2. Is organized by MEP goals;
3. Is based on why migrant students, **as a result of their migrant lifestyle**, are not doing well in school;
4. Is stated in terms of concerns of **migrant students and their families**. Concerns at the school or system level should be recorded and temporarily set aside;
5. Can be tested by restating it as a hypothesis (“*I believe migrant children, in particular, are not doing well in school in (goal area) because....*”); and
6. Is simple, straightforward, and covers only one concern in each statement.

With the Michigan Migrant Education Program, the committee narrowed the list of concern statements to those that (a) were the most likely to impact student achievement, (b) adhered to the four focus areas, and (c) aligned with the seven areas of concern.

The MiMEP integrated the CNA process into the familiar statewide School Improvement Framework to ensure ease of interpretation and use by the local practitioners. The *Goal Area* is the broad category in which goals will be developed. The CNA includes four goal areas: Reading Achievement, Math Achievement, School Readiness and High School Graduation. The *Goal* is the targeted for all applicable students and is written in the form of *all migrant students will*.

Concern Statements are listed by goal area and by area of concern. Exhibit #30 captures the findings of the CNA committee.

Goal Area: Reading Achievement	
Goal: All migrant students will improve their academic achievement in reading across the content areas.	
Area of Concern	Concern Statement
School Engagement/Achievement	We are concerned that migrant students are below grade level in reading and writing.
Educational Continuity and Instructional Time	We are concerned that the achievement gap in reading between migrant students and their non-migrant peers (except students with disabilities) starts at third grade and continues to high school.
Educational Support in Home	We are concerned that migrant parents’ have limited access to resources aligned to the rigorous Common Core State Standards and English Language Proficiency Standards that support their children’s academic progress.

Educational Support in Home	We are concerned that migrant students rely on other siblings rather than teachers or parents.
English Language Development	We are concerned that migrants do not understand their classes due to limited English proficiency.
English Language Development	We are concerned that migrant students' limited English proficiency negatively affects their performance on state assessments.
Educational Continuity and Instructional Time	We are concerned that migrant student mobility negatively impacts their educational experiences and achievement.

Goal Area: Math Achievement	
Goal: All migrant students will improve their academic achievement in math.	
Area of Concern	Concern Statement
School Engagement/Achievement	We are concerned that the percent of migrant students achieving at or above proficient on the MEAP/MME decreases at each grade level.
School Engagement/Achievement	We are concerned that the achievement gap in math proficiency between migrant students and their non-migrant peers (except students with disabilities) starts at the middle school, especially at 8th grade, and continues to high school.
Educational Continuity and Instructional Time	We are concerned that migrant student mobility negatively impacts their educational experiences and achievement.
English Language Development	We are concerned that migrants do not understand their classes due to limited English proficiency.
English Language Development	We are concerned that migrant students' limited English proficiency negatively affects their performance on state assessments.
Educational Support in Home	We are concerned that migrant parents' have limited access to resources aligned to the rigorous Common Core State Standards and English Language Proficiency Standards that support their children's academic progress.
Educational Support in Home	We are concerned that migrant students rely on other siblings rather than teachers or parents.

Goal Area: School Readiness	
Goal: All migrant children, birth to five, will have access to structured early childhood programs.	
Area of Concern	Concern Statement
Access to Services	We are concerned that migrant children birth to five, have limited access to structured early childhood programs.
Educational Continuity and Instructional Time	We are concerned that migrant children, birth to five, experience interrupted opportunities for social-emotional and educational growth.
Health and Access to Services	We are concerned that migrant parents lack resources to provide prevention and intervention health services to migrant children.

Goal Area: High School Graduation	
Goal: All migrant children, birth to five, will have access to structured early childhood programs.	
Area of Concern	Concern Statement
School Engagement/Achievement	We are concerned that migrant high school students face challenges in earning course credits.
Instructional Time	We are concerned that migrant students have many responsibilities that take time away from school and homework.
Educational Continuity and Instructional Time	We are concerned that migrant student mobility negatively impacts their educational experiences and achievement.
Access to Services	We are concerned that migrant parents do not use or have access to work or college information.
Educational Continuity	We are concerned that migrant students report that they are unsure or unclear that they will graduate high school or college.
Health and Access to Services	We are concerned that students are not knowledgeable about social health issues and are not receiving needed health screenings.
School Engagement	We are concerned that many migrant youth are under-identified and under-served. (Out of School Youth)

Exhibit #30: Concern Statements

Phase III: Making Decisions

Phase III of the three-step process of CNA development is the decision making phase. In Phases I and II, the CNA committee drafted the concern statements, needs indicators, data sources and needs statements. During Phase III, these components were revised and objectives, strategies and activities were developed. During the 5th meeting in January, the committee was presented with a draft of their work that contained all of these components. The committee provided suggestions for dissemination of the CNA and State Delivery Plan to all appropriate audiences. Monitoring and evaluation were also discussed. The CNA committee will reconvene annually to review implementation and discuss results.

Phase III: Making Decisions: Meeting #4: December 19, 2012

The fourth meeting of the CNA Committee occurred on December 19, 2012. The agenda consisted of (1) fine-tuning of concern statements, needs indicators, data sources, needs statements, (2) writing objectives, strategies, and activities, and (3) previewing the first draft of Michigan's Comprehensive Needs Assessment.

The MiMEP aligned this phase of the CNA process with the School Improvement Framework for ease of understanding and use by the local programs. The *Goal Area* is the broad category in which goals will be developed. The CNA includes four goal areas: Reading Achievement, Math Achievement, School Readiness and High School Graduation. The *Goal* is the targeted for all applicable students and is written in the form of *all migrant students will*. The *Objectives* within each goal area are *Specific, Measureable, Attainable, Results Oriented and Time Bound*. Strategies and activities determined by the committee will be included in the State Delivery Plan.

Exhibit #31 provides the detailed reporting from each goal area beginning on page 36.

Phase III: Making Decisions: Meeting #5: January 23, 2013

The fifth and final meeting of the CNA Committee occurred on January 23, 2013. The agenda consisted of (1) revising the strategies, activities and resources drafted at the December meeting, (2) developing systems for monitoring and evaluation, and (3) creating an ongoing cycle of needs assessment.

Goal Area: Reading Achievement

Goal: All migrant students will improve their academic achievement in reading and writing across the content areas.

Area of Concern	Concern Statement	Needs Indicator	Data Sources	Needs Statement
School Engagement/Achievement	We are concerned that migrant students are below grade level in reading and writing.	Percent of migrant students who score at or above proficient in reading on the MEAP/MME. Number of migrant students reported by teachers to be below grade level in reading.	MEAP/MME/MiAccess Results Migrant Education Teacher Survey, question #12 Summer MEP Assessments in reading Local reading and writing assessments (used for local MEP CNAs)	The percent of migrant students who score at or above proficient in reading and writing on the MEAP/MME/MiAccess needs to increase annually.
Educational Continuity and Instructional Time	We are concerned that the achievement gap in reading between migrant students and their non-migrant peers (except students with disabilities) starts at third grade and continues to high school.			
Educational Support in the Home	We are concerned that migrant parents' have limited access to resources aligned to the rigorous Common Core State Standards and English Language Proficiency Standards that support their children's academic progress.	Percent of migrant parents and students who report siblings help with homework. Percent of migrant parents who report helping with homework. Comments indicated that parents were encouraging homework completion and compliance with school personnel.	Migrant Education Parent Survey, question #18 Migrant Education Student Survey, question #19	Migrant programs need to increase the resources available to migrant families to support the academic achievement of their children at home. The percent of Migrant parents who report providing academic instructional support to their children

Educational Support in the Home	We are concerned that migrant students rely on other siblings rather than teachers or parents.			needs to increase annually.
English Language Development	We are concerned that migrants do not understand their classes due to limited English proficiency.	Percent of migrant students surveyed who reported that they did not understand their classes. Number of teachers surveyed who reported that migrant students were below grade level in reading and writing.	MEAP/MME/MiAccess Results Migrant Education Teacher Survey, questions #10 and 12 Migrant Education Student Survey, question #17 English Language Proficiency Assessment (ELPA) results; WIDA Results beginning 2014	The percent of migrant students who score at or above proficient in reading and writing on the MEAP/MME/MiAccess needs to increase annually. The percent of migrant students who meet the AMAO # 1 target needs to increase annually.
English Language Development	We are concerned that migrant students' limited English proficiency negatively affects their performance on state assessments.	Number of teachers who reported limited comprehension within the top two challenges faced by migrant students.		
Educational Continuity and Instructional Time	We are concerned that migrant student mobility negatively impacts their educational experiences and achievement.	Percent of migrant parents and students reporting multiple moves during the year. Number of qualifying moves reported in MEDS as new QAD/LQMs. Percent of migrant students surveyed who reported that they did not understand their classes	Migrant Education Parent Survey, question #1 Migrant Education Student Survey, questions #5 and 17 MEDS QAD data MSIX usage	Michigan Migrant Education Programs need to strengthen collaboration with other states to address the needs that arise as a result of migrant student moves.

Goal Area: Reading Achievement

Goal: All migrant students will improve their academic achievement in reading and writing across the content areas.

Objective 1: The achievement gap in reading and writing between migrants and their non-migrant peers will narrow by at least 2% annually at each grade level.

Objective 2: Migrant English Learner (LEP) students will meet the state Annual Measurable Achievement Objective 1 target (AMAO #1) each year.

Objective 3: The percent of migrant students who demonstrate grade level proficiency on local MEP program reading assessments will increase by 5% annually.

Objective 4: By 2015, the percent of migrant parents who report that they have access to resources to provide academic instructional support to their children will increase from 27% to 50%.

Objective 5: By 2015, local Migrant Education Programs will report a 50% increase in use of MSIX reports.

Goal Area: Math Achievement

Goal: All migrant students will improve their academic achievement in math.

Area of Concern	Concern Statement	Needs Indicator	Data Sources	Needs Statement
School Engagement/Achievement	We are concerned that the percent of migrant students achieving at or above proficient on the MEAP/MME decreases at each grade level.	Percent of migrant students who score at or above proficient in math on the MEAP. Number of migrant students reported by teachers to be below grade level in math problem solving.	MEAP/MME/MiAccess Results Migrant Education Teacher Survey, question #12	The percent of migrant students who score at or above proficient in math on the MEAP/MME/ MiAccess needs to increase annually.
School Engagement/Achievement	We are concerned that the achievement gap in math proficiency between migrant students and their non-migrant peers (except students with disabilities) starts at the middle school, especially at 8th grade, and continues to high school.	Reported academic gap at each consecutive grade level for the MEAP/MME.	MEAP/MME/MiAccess Results	
English Language Development	We are concerned that migrants do not understand their classes due to limited English proficiency.	Percent of migrant students surveyed who reported that they did not understand their classes. Number of teachers surveyed who reported that migrant students were below grade level in reading	MEAP/MME/MiAccess Results Migrant Education Teacher Survey, questions #10 and 12 Migrant Education	The percent of migrant students who score at or above proficient in reading and writing on the MEAP/MME/ MiAccess needs to increase annually.

English Language Development	We are concerned that migrant students' limited English proficiency negatively affects their performance on state assessments.	and writing. Number of teachers who reported limited comprehension within the top two challenges faced by migrant students.	Student Survey, question #17 English Language Proficiency Assessment (ELPA) results; WIDA Results beginning 2014	The percent of migrant students who meet the AMAO # 1 target needs to increase annually.
Educational Continuity and Instructional Time	We are concerned that migrant student mobility negatively impacts their educational experiences and achievement.	Percent of migrant parents and students reporting multiple moves during the year. Number of qualifying moves reported in MEDS as new QAD/LQMs.	Migrant Education Parent Survey, question #1 Migrant Education Student Survey, question #5 MEDS QAD data MSIX usage	Michigan Migrant Education Programs need to strengthen collaboration with other states to address the needs that arise as a result of migrant student moves.
Educational Support in the Home	We are concerned that migrant parents' have limited access to resources aligned to the rigorous Common Core State Standards and English Language Proficiency Standards that support their children's academic progress.	Percent of migrant parents and students who report siblings help with homework. Percent of migrant parents who report helping with homework. Comments indicated that parents were encouraging homework completion and compliance with school personnel.	Migrant Education Parent Survey, question #18 Migrant Education Student Survey, question #19	Migrant programs need to increase the resources available to migrant families to support the academic achievement of their children at home. The percent of Migrant parents who report providing academic instructional support to

Educational Support in the Home	We are concerned that migrant students rely on other siblings rather than teachers or parents.			their children needs to increase annually.
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Goal Area: Math Achievement

Goal: All migrant students will improve their academic achievement in math.

Objective 1: The achievement gap in mathematics for migrants and their non-migrant peers will close by at least 2% annually at each grade level.

Objective 2: Migrant English Learner (LEP) students will meet the state Annual Measurable Achievement Objective 1 target (AMAO #1) each year.

Objective 3: The percent of migrant students who demonstrate grade level proficiency on local MEP program math assessments will increase by 5% annually.

Objective 4: By 2015, the percent of migrant parents who report that they have access to resources to provide academic instructional support to their children will increase from 27% to 50%.

Objective 5: By 2015, local Migrant Education Programs will report a 50% increase in use of MSIX reports.

Goal Area: School Readiness

Goal: All migrant children, birth to five, will have access to structured early childhood programs.

Area of Concern	Concern Statement	Needs Indicator	Data Sources	Needs Statement
Access to Services	We are concerned that migrant children birth to five, have limited access to structured early childhood programs.	Percent of migrant parents surveyed who reported that their child(ren) attended Migrant Head Start or another program. Number of funded Migrant Head Start open <i>slots</i> is less than the number of eligible migrant young children. Percent of migrant parents and students reporting at least one move per year.	Migrant Education Parent Survey, question #1 and 6 Migrant Education Student Survey, question #5 Telamon, Migrant Head Start MEDS PS status MEDS QAD data	The percent of migrant children, birth to five, attending structured early childhood programs needs to increase annually.
Educational Continuity and Instructional Time	We are concerned that migrant children, birth to five, experience interrupted opportunities for social-emotional and educational growth.			
Health and Access to Services	We are concerned that migrant parents lack resources to provide prevention and intervention health services to migrant children.	Number of migrant students receiving referred and/or support services.	Migrant Education Student Survey, question #20 MEDS service reports	The percent of migrant children, birth to twenty-one, receiving support and/or referred services needs to increase.

Objective 1: The percent of migrant children reported as participating in structured early childhood programs, via preschool status in MEDS and in Migrant Head Start, will increase by 2% annually.

Objective 2: The percent of migrant parents reporting that their children, birth to five, receives prevention and intervention health services will increase by 2% annually.

Goal Area: High School Graduation

Goal: All migrant high school students will graduate or complete a GED.

Area of Concern	Concern Statement	Needs Indicator	Data Sources	Needs Statement
School Engagement/Achievement	We are concerned that migrant high school students face challenges in earning course credits.	Number of migrant students reporting credit accrual in the top three challenges faced by migrant students. Graduation rates of migrant students in comparison to statewide graduation rates.	Migrant Education Student Survey, question #15 and 16 Graduation Rates of Migrant students in Michigan	Migrant high school students need flexible options to acquire credit toward graduation.
Instructional Time	We are concerned that migrant students have many responsibilities that take time away from school and homework.	Percent of migrant students who report having worked in the last six months. Percent of migrant students that report caring for siblings, supporting siblings with homework and translating for parents.	Migrant Education Student Survey, question #1, 4 and 6 Migrant Education Student Survey, question #5 Work force Agency MiWorks MEDS QAD data	Migrant high school students need flexibility in instructional delivery methods and support.
Educational Continuity and Instructional Time	We are concerned that migrant student mobility negatively impacts their educational experiences and achievement.	Percent of migrant parents and students reporting multiple moves during the year. Number of qualifying moves reported in MEDS as new QAD/LQMs.		
Access to Services	We are concerned that migrant parents do not use or have access to work or college information.	Percent of migrant parents and students that reported that they did not have support services related to work or college information from the schools. Graduation rates of migrant students in comparison to	Migrant Education Parent Survey, question #4, 5 and 19 Migrant Education Student Survey, question #20 Graduation Rates of	Migrant students and parents need to have access to work and college information in their preferred language.

		statewide graduation rates.	Migrant students in Michigan	
Educational Continuity	We are concerned that migrant students report that they are unsure or unclear that they will graduate high school or college.	Percent of students unsure of whether they will graduate or not from high school or college. Graduation rates of migrant students in comparison to statewide graduation rates.	Migrant Education Student Survey, question #7, 8 and 9 Graduation Rates of Migrant students in Michigan	Migrant students with plans to graduate from high school or college needs to increase to at least 75%. Migrant students reporting college interest needs to increase to at least 50%.
Health and Access to Services	We are concerned that students are not knowledgeable about social health issues and are not receiving needed health screenings.	Number of migrant students receiving referred and/or support services.	Migrant Education Student Survey, question #20 MEDS service reports	The percent of migrant children, birth to twenty-one, receiving support and/or referred services needs to increase.
School Engagement and Instructional Time	We are concerned that many migrant youth are under-identified and under-served. (Out of School Youth)	Number of migrant students identified as OSY – Out of School Youth.	MEDS OSY reports	The number of OSY students identified and served needs to increase.

Objective 1: The graduation rate of migrant high school students, including GED completion) will increase by at least 2% annually.

Objective 2: The number of identified and served migrant Out of School Youth needs to increase by at least 2% annually.

Conclusions

Limitations in the Data and their Interpretation

State assessment results reflect the percent of migrant students who met the state standards in reading and mathematics. They also reveal achievement gaps between migrant students and **all** students except the students with disabilities. Results should be examined cautiously due to the following reasons:

1. The state assessment window occurs in late fall when most migrant students have already left Michigan. Therefore, approximately 55% of students do not participate in the state assessments;
2. Conclusions derived from the data sets above are based only on one measure, that is the state assessment results; Michigan is working toward common local assessments that would provide additional valid measure on migrant students' attainment of state standards;

Next Steps in Applying the Results of the CNA to Planning Services

The CNA Committee brainstormed important audiences and the format for sharing. Exhibit #32 captures the discussion.

<i>Audience?</i>	<i>What?</i>	<i>How?</i>
Principals, liaisons, agencies, stakeholders	Brief summary/abstract	1 page summary
Principals, liaisons, agencies, stakeholders	Brief summary with goals/objectives	1 page summary
Agencies	Note the specific resources available from each agency that connects with the CNA; Explain how the CNA impacts their agency	Emails
IMSC/MRC	Brief summary with goals/objectives	Presentation

Exhibit #32: Dissemination Plan

The CNA committee will meet annually beginning in 2013-14 to review available data and discuss the implementation of the CNA and State Delivery Plan. The full CNA process will be

repeated in 3-5 years depending on implementation. A formal evaluation will be completed and shared with the CNA Committee following a full year of implementation of the updated 2013 State Delivery Plan.

Appendix A

CNA Meeting Agendas and Notes



Migrant Directors' Meeting – April 27, 2012

Agenda

- Introductions
- Overview of OME Requirements
 - Purpose of the Government Performance and Results Act of 1993 (GPRA)
 - Consolidated State Performance Report (CSPR)
 - Migrant Service Delivery Plan
- Critical Role of Local Migrant Programs (summer and regular year)
- Current Plan and Planning for a Comprehensive Needs Assessment
 - Purpose
 - Theoretical Basis
 - Benefits of CAN
 - Legal and Program Requirements
- Stages and Processes for Developing Our Migrant Service Delivery Plan
- Action Steps – Committees and Responsibilities – Timelines

Migrant Directors' Meeting – April 27, 2012

Minutes

Present: Denise Archer, Elva Barajas, Mary Bereza, Barb Berry, Cheryl Boothby, Tonda Boothby, Diane Cain, Gayla Carskadon, Janie Chavez, John Dohrmann, Dao Noi Down, Jean Franco, Frank Garcia, Luis A Garcia, Kathy Gomez, Angie Gutierrez, Irma Hines, Halima Ismail, Sandy Kluskowski, Bruce Lack, Claudia Lara-Martinez, Lynette Lentz, Barb Lulofs, Sherryl Martin, Efrain Martinez, Michelle Mattson, Angie McCoy, Janie McCoy, Rita Moore, Juan Patiño, Soledad Ramirez-Heiler, Robert Ranney, Jerry Rodriguez, Jeremy Smith, Nancy Smith, Jason Snyder, Shereen Tabrizi, Michelle Williams

1. Frank welcomed the group and lead introductions.
2. Frank previewed the agenda and explained the connection between what OME is looking for and the work that needs to be done. He linked our work today with the comprehensive needs assessment for the state to conversations during past district onsite.
3. Shereen explained the need to produce results to achieve compliance and support future years of federal funding allocations. She explained each of the six purposes of the Government Performance and Results Act of 1993 (GPRA):
 - Improve public confidence by holding federal agencies accountable for results.
 - Initiate program performance reform by measuring program performance against goals and reporting publicly on progress.
 - Improve federal program effectiveness by focusing on results, service quality, and customer satisfaction.
 - Require federal program managers to plan for meeting program objectives and provide information regarding results and service quality.
 - Improve congressional decision-making by providing information regarding effectiveness and efficiency.
 - Improve internal management of the federal government
4. Shereen linked the OME planning goals to our work at state level. She explained how these goals connect to the new Career and College Readiness standards (the Common Core State Standards), and the changes in our MEAP cut scores which equal high standards for all students, including migrant students. Migrant students need additional supports to meet these high standards.
5. Shereen reviewed the specific OME GPRA measures. Shereen asked for a show of hands that uses MSIX. Requests for additional training were expressed. Shereen shared that we

are setting up training with REACTS team for August 21 and 22 (tentative). In May or June, OME will also be holding training. The group shared challenges with MSIX. GPRA measures:

- Percentage of MEP students proficient or higher on their state's reading/language arts achievement test;
- Percentage of MEP students proficient or higher on their state's mathematics achievement test;
- Percentage of MEP students who entered 10th grade and had already passed Algebra I or enrolled in a higher Math class;
- Percentage of MEP students who were enrolled in grades 7-12, who graduated or were promoted to the next grade;
- The amount of funding allocated to states per student success;
- The percentage of consolidated records of MEP students who have been entered on MSIX.

6. Table discussions were held to address how we, state and locals, can collaborate to meet the GPRAs. Below is the information reported on each group's chart.

a. Group 1:

- i. Local Levels – *We can collaborate on* common curriculum and common assessments – both regular year and summer; after school programs; RtI; tutor support; parent communication including translation and ESL classes for parents.
- ii. MDE Level – *MDE can support local programs by* combining training and support; identifying appropriate services including other programs to help students; facilitating credit transfer agreements with other states; helping to find supplemental help (i.e.- money); and the challenges with retention/change in grade levels between states.

b. Group 2:

- i. Local Level/MDE Level – Assign someone to be in charge of data; Provide uniform annual assessments to give each summer; Host regional meetings/work teams; Provide funding for testing materials as well as training for testing; Review MDE's expectations before reporting is due.

c. Group 3:

- i. Local Level – “GPRA Local Impact Influences” – Support the districts by working with the Student Information Systems across the state county and in ISDs/RESAs, due to the various concerns about reporting migrant students including the QAD reporting and three year limit; Help make the process less complicated/obscure; Facilitate a migrant historical field in the SIS for long term reporting. *(The group wanted to monitor former migrant students over time, including graduation rates.)*
- ii. MDE Level – Work with each SIS vendor to simplify the process of marking migrant students by making screen shots/step-by-step process available to LEAs/ISDs/RESAs/State entering data locally; Facilitate meetings with vendor to encourage these changes; Find ways to track former migrants on a longitudinal

- study; Align pacing guides from various states to Michigan to assist with credit transfer and ensure migrant students receive a full curriculum; Provide online/paper resources for Algebra I remediation/completion by standard.
- iii. Other concerns - Lack of specific feedback and data from student assessments completed in other states; General lack of reporting student assessments; Provide guidance regarding Migrant students identified via ID/R who are enrolled in districts without migrant program series.
- d. Group 4:
 - i. Local Level: *We can* 1. Set high expectations; 2. Embrace all students, and provide equal, and higher, levels of intervention and opportunity; 3. Develop relationships and establish trust with students and their families; 4. Identify specific reading and math interventions targeted to close achievement gaps; 5. Involve parents and build literacy for parents; 6. Provide opportunities to migrants to gain GED; 7. Provide ongoing PD for all staff (K-12); 8. Develop extended learning opportunities, including summer school, after-school, etc.; 9. Analyze funding allocations to meet student needs.
 - ii. Factors to Consider –population from year to year (not the same students); employment trends; lack of trust on the part of the parents in reporting information.
 - e. Group 5:
 - i. Local Level - Ensure accuracy in local database – the local district’s information must match MEDS.
 - ii. MDE Level – Provide a definition for success and expand on MEDS capacities.
 - f. Group 6:
 - i. Local Level –Continue assessments and review of data; Plan and implement according to data findings; Ensure continuity between states with curriculum/classes; Establish communication with counselors/schools in other states to ensure correct class placement.
 - ii. MDE Level – Communicate directly to superintendents regarding the importance of GPRAs/accountability; Provide a template/format form monitoring student progress; Attend ISD level superintendent meetings for: funding use, supplement vs. supplant; general fund responsibility
7. Frank explained the problems that occurred with the CSPR. First, with the discrepancy between *enrolled, not tested*, Frank shared some of the reasons that we believe this is occurring. We will be asking you to be VERY timely in reporting and updating MEDS during assessment windows. CEPI is ensuring that this data is uploaded between MSDS timely and regularly. There was extended discussion on how the counts are calculated and what is in MSDS and MEDS. [Comments: Communicate with principals and assessment directors to understand testing migrant students is a priority.] Second, there was a lack of identification

of the services provided. These must be inputted at the local level in MEDS. On May 16, 2012, there will be training for recruiters and data entry personal. The morning session is for recruiters with less than two years of experience. In the afternoon, all data personal and recruiters should attend. Third, the grade level and status should be the same for the year according to the CSPR collection hierarchy. Additionally, the grade level that a student finishes in June should be the same grade level that they are placed in the summer.

8. Shereen gave a brief overview of the three steps of the comprehensive needs assessments. Frank led the group through a review of the 2008-09 Michigan State Delivery Plan. Table groups discussed the findings according to the guiding questions.

- i. Group 1:

Needed changes: "percentage proficient" to "increase by"; more attainable goals; include all grades tested.

Strengths: Specific support systems and strategies are listed on page 4; document was translated.

Improvements: Common pre/post assessments need to be identified and implemented.

- ii. Group 2:

Concerns: These are not smart goal because they are not realistic; MEAP may not be the best way of assessing students.

Strengths: Addresses the GPRAs.

- iii. Group 3:

Goals on page 8 are not smart s. We need realistic goals that are 5-10%.

Strengths: 5&6 are included but not specifically addressed.

Improvements: Create accurate SMART goals; address the needs found on page 7.

- iv. Group 4:

These are not smart Goals; not specific enough, not attainable.

Strengths: Addresses reading and math; Addresses parent communication (funding).

Question: The percentages for goals are off the wall – how were these calculated?

- v. Group 5:

Goals are not attainable and realistic.

Strengths: Goals are specific, measurable, time bound and based on needs of migrant students.

Improvements: There are no clear strategies, no common assessments, everything was promised to be provided and did not come through, and evaluations are not based on a plan.

- vi. Group 6:

Comments: Attendance is factored into achievement; the 17% goal is unrealistic; we need to make the goals attainable without dropping standards; there is a need for common measurements for achievement.

Strengths: Sites common pre/post assessments and the use of recruiters.

9. Shereen referred back to the three phases. The presentation on the comprehensive needs assessment was shared and elaborated on. A committee will be formed to complete a comprehensive needs assessment for the migrant regular year/summer program. Shereen, Frank and Michelle shared details on each phase of the comprehensive needs assessment as outlined by the OME and the Comprehensive Center Network. The CNA will lead to goals in the following areas: School Readiness; Proficiency in Math; Proficiency in Reading; and High School Graduation. In Phase I, we will create and finalize the Migrant Student Profile, finalize the concern statements, determine measurable need indicators, identify data sources including the creation of surveys and decide on preliminary priorities. In Phase II, we will have a data collection and analysis plan, gather the data, analyze needs, write and prioritize need statements, and summarize findings. In Phase III, we will identify possible solutions, select the solution strategies, propose an action plan, elicit feedback from stakeholders and prepare reporting for USOME. The MDE Team shared seven areas of concern and a framework for completing the different parts of the CNA.
10. Michelle shared the committee structure that will be used throughout the process. There will be one larger CNA Committee made up of the three smaller subcommittee members and additional stakeholders. The CNA committee will include approximately 30 members representing all stakeholders: program staff, MDE, parents, community organizations, IHEs, etc. The CNA committee will assist in gather data and input from the field, set priorities, make recommendations, finalize work plans, provide feedback to the subcommittees and make CNA process decisions. Migrant Directors discussed and provided suggestions on who should be included in the both the larger CNA committee and three subcommittees. (Directors provided names and contact information for these individuals. Additional recommendations may be sent directly to Shereen.) The three subcommittees will include:
 - i. A Management Team will consist of 2-3 members and will be chaired by Frank Garcia. This subcommittee will act as a core group to assist the Project Manager with management, reporting and intermediate tasks.
 - ii. A Data Team will consist of 5-6 members. The chair of this subcommittee has not yet been determined. This subcommittee will advise on data collection and analysis issues, research on best practices, as well as implement the Data Collection Plan.
 - iii. A Goal Team will consist of 7-8 members and will be chaired by Michelle Williams. This subcommittee will consist of experts and practitioners in each of the four goal areas (school readiness, reading, mathematics, and high school graduation).

11. Michelle led the group through a jigsaw discussion of a sample state delivery plan for the final activity. Groups shared their findings and reported out at the end. Comments included: A general feeling that the group knew what direction we were heading and felt comfortable that we would not be “re-inventing” the wheel. The visuals and charts were clear and helpful. The group felt that the goals were realistic and focused on reducing the gap. The MEP professional development plan was clear and specific to the identified needs. The duration of a student’s stay was considered in the collection of data for reporting (3 week minimum stay). There was a clear definition of *Priority for Service*. The resource list was extensive. Lastly, since the Illinois MEP plan was very specific, down to the inclusion of itinerant staff and coaches, the question arose about how specific our Michigan MEP plan will be?

Challenges for going discussion –

- Recruiting families that may not complete a COE; what do we do?
- Transcripts/credit transfer for secondary students
- Grade level placement if students are retained in one state and not another
- Request for a definition of migrant that is shared with districts and superintendents (timely due to immigration issues)
- Request for the DIP memo and sample document

Next Steps: The MEP state team will select a final list of CNA committee members representing diverse roles and responsibilities listed in the handout and invite members to a follow up meeting in order to start the CNA process. The MEP team will email the meeting minutes, the DIP document and the list of recommended members to the local MEP directors within the next week or so. The majority of the directors expressed high satisfaction with the meeting content and delivery and requested an opportunity to evaluate this meeting. Shereen promised to send out an electronic survey!

Comprehensive Needs Assessment Development – Meeting #2

October 18, 2012

Agenda

Goal: To improve student achievement for migrant students.

Objectives:

1. To examine available data about migrant students and determine findings, patterns, and trends.
2. To develop migrant student profile based on the data.
3. To determine how to gain additional information.
4. To develop concern statements that reflect the issues that migrant students face based on the data.

9:00 – 9:10	<i>Shereen Tabrizi – OFS, Michigan Department of Education</i> Agenda – Introductions – Logistics
9:10 – 9:35	<i>Dr. Jayne Sowers – Great Lakes Comprehensive Center, American Institutes for Research</i> CNA Purpose and Processes
9:35 – 10:35	“What is” - Michigan Migrant Data – What Do We Know?
10:35 – 10:45	Break
10:45 – 11:45	What Is Missing from the Data and How Do We Find It?
11:45 – 12:30	Lunch
12:30 – 1:00	Migrant Students’ Issues
1:00 – 2:30	Writing Concern Statements
2:30 – 2:40	Break
2:40 – 3:20	7 Areas of Concern for Four Goal Areas
3:20 – 3:30	Assignments and Next Steps

Comprehensive Needs Assessment Development – Meeting #2

October 18, 2012

Meeting Minutes

1. Welcoming of group and leading of introductions; agenda preview by Dr. Shereen Tabrizi – director of Michigan migrant programs
2. Dr. Tabrizi: goals/ways to address improve migrant student achievement:
 - Answer “What are the patterns we are finding from data sets”
 - Conduct process of developing a state improvement /delivery plan
 - Focus on achievement, however like Maslow the emotional social area must also be addressed before students can move up in the hierarchy of development with learning
 - Determine our concerns of Migrants students in Michigan?
 - Once concerns are identified and data is examined, what are the goals, and objectives and what strategies are we going to use to support these goals?
 - State supplies the funding for the programs, however we really need to address the whole child and work together; from school, to home and community needs must to be met.
3. Dr. Tabrizi introduces Dr. Jayne Sowers from Great Lakes Comprehensive Center who is now a partner in the work
 - Focus today on what are our concerns; examine the data; not figure out why at this stage
4. Presentation by Jayne Sowers
 - Steps to Comprehensive Needs Assessment and the Michigan Migrant Service Delivery plan.
 - Goals to improve the achievement of the Migrant Student
 - Benefits of Comprehensive Needs Assessment
 - OME Government Performance and results Act GPRA
 - Requirements: Readiness, Math, English, Graduation
 - Migrant Student Profile: Bringing the data together
 - The CNA Committees
 - Where are we with CNA? Dates discussed 11/15/2012
 - Need to develop An Initial Migrant Student Profile using data to find trends
 - What’s Missing?
5. Activity: Subcommittees met in small groups and discussed what was missing in the data they were given about migrant students and asked to determine the patterns and trends.

- Findings from groups
 - Low number of LEP and students with IEPs; 4% were receiving special education services as compared to 14% - 15% in the general population. Why?
 - Texas and Florida has very similar data in terms of number of Michigan migrants that call those states as their “home base”
 - We do not have anything statewide that accesses and measures progress and readiness, social emotional skills for success

- A. Data Source: Math-Finding Patterns and Trends on MEAP / MME
 - There was an increase in percentage proficient in math grades 3-6
 - 7th grade maintained for two years then percentage increased
 - 8th grade drop during 2009, then up in 2010
 - 11th grade up in 2009, but well still below 50% proficient

- B. Data Source: Finding Patterns and Trends
 - Greater eligibility of migrant students than participation
 - Trend: Decrease in the number of eligible children
 - Gap between eligible and participation students has diminished
 - Since 2008, the total number of Migrant children decreased while special needs stats remained constant.

- C. Data Source: Finding Patterns and Trends
 - Majority of home base finding Texas (32%), Michigan (20%), and Florida (28%).
 - Pattern trend percentage from Texas is down and Florida percentage is up and the percentage from others states such as California are also up.
 - Quick Facts: 21/30 Districts offered all services
 - 8/30 offered parenting classes
 - 9/30 offered four or fewer services
 - Educational Disruptions 84%=1 move
 - Group’s thinking: Surprised not more moves
 - Pattern and Trend is more students have fewer qualifying moves

- D. Data Source: Finding Patterns and Trends-Reading
 - Group’s question: How many students took the MEAP/MME at each grade level?
 - Group’s comments:
 - Lack of consistent testing at each grade possible
 - What is attendance pattern of Migrant students?
 - How much time is spent “learning” Michigan Content Expectations
 - Is the comparison data with non-migrant students
 - How is the summer performance meeting the performance goals of the regular school year program?
 - Full participation in a highly functional integrated national student tracking system.

E. What’s Missing? Math

- Gap analysis of migrant vs. general population (non-migrant)
- Migrants vs. Settled out former migrants
- Number of migrant assessed (only have % of proficient)
- Item analysis of Math MEAP/MME
- Number of Michigan MS/HS kids working/attendance rate

F. What's Missing? Home Base

- 20% MI Home Base Data:
- Are Migrant student settling out?
- Are they moving only within Michigan?
- Are they moving between states only coming back to Michigan
- Information rate on communication between MI and Florida and Texas and Florida?
- Educational Disruptions: Only <4,000 students for 2011-12 school year??
- Workforce Services-missing?

G. What's Missing: Migrant Student Population

- No age levels of students
- Do the types of services offered impact participation
- How does the agriculture environment effect of impact eligibility data?
- Special Needs: Statewide (Data is Missing) and (Non-Migrant Data)
- Graduation and Drop Out Rate: No data available

6. Dr. Tabrizi summarized findings

- What conversations should we be having with our data entry personal?
- Limitations- we can only record what is entered into the data system (not all students may not be counted)
- Findings: Improvement in Math over the last 3 years, however Reading is still up and down, we see a gap which is huge starting in reading at the 3rd grade level, comprehension is lacking compared to the general population. This gap continues to grow to the 11th grade in Reading.
- In middle school, is where the gap in math starts.
- Subgroups: Not required to record Migrant on the ACT.
- In the future we will have data on Migrant vs. non-Migrant
- Western University collect data on who is Migrant and who is not.

7. Dr. Sowers asked "What is missing in the Data?" and how do we get it?

- Answer: attitudes and voices from the community of Migrant children and their families; teachers
- Answer: we get it through surveys
- Held discussion as how to create the surveys and get them out and collect them back in
- *Activity:* Reviewed other states' surveys for CAN and discussed the areas that would want to know about

- Determined a process and list of items to include in surveys; MDE will develop them and send out to program directors

8. 7 Areas of Concern

- Introduced concept and provided handouts: “Processing the 7 Areas of Concern”, “Criteria for Writing Concern Statements”, “Evaluating Concern Statements”, “Common Errors in Writing Concern Statements” and “Flawed Concern Statements”
- Worked through “Writing Concern Statements” based on data reviewed in the morning and findings, patterns, and trends.
- Evaluated one another’s’ concern statements

9. Assignments and Next Steps

- a. Participants: Continuing writing concern statements and submit to MDE
- b. Participants: Provide surveys to students, parents, and teachers and submit to MDE
- c. MDE: Develop surveys and send to program directors
- d. MDE and Great Lakes East: review results of surveys and use results to assist in planning next meeting for Nov. 15

Comprehensive Needs Assessment Development – Meeting #3

November 15, 2012

Agenda

Goal: To improve student achievement for migrant students.

Objectives:

1. To examine survey data from parents, students, teachers and develop findings.
2. To create concern statements from the findings.
3. To develop needs indicators and need statements.

9:00 – 9:25	<i>Shereen Tabrizi – OFS, Michigan Department of Education</i> Greetings – Logistics Purpose of CNA - What we accomplished at the October meeting Agenda and Goals Review of Seven Areas of Concern and Four Goal Areas
9:25 – 10:30	<i>Dr. Jayne Sowers – Great Lakes Comprehensive Center, American Institute for Research</i> Concern Statements: Review student, parent, teachers surveys and develop statements Group 1: Time for instruction; Educational continuity Group 2: English language development Group 3: Education support in the home (and one “Health”) Group 4: Graduation ----- Group 5: School Readiness, Math, Reading (concern statements submitted 11/5)
10:30 – 10:40	Break
10:40 – 11:45	Concern Statements: Review and Reach Consensus
11:45 – 12:30	Lunch
12:30 – 2:30	Needs Indicators
2:30 – 3:25	Needs Statements
3:25 – 3:30	Next Steps

Comprehensive Needs Assessment Development – Meeting #3

November 15, 2012 - Meeting Minutes

Goal: To improve student achievement for migrant students.

Objectives:

5. To examine survey data from parents, students, teachers and develop findings.
6. To create concern statements from the findings.
7. To develop needs indicators and need statements.

9:00 – 9:25	<p><i>Shereen Tabrizi – OFS, Michigan Department of Education</i></p> <p>Greetings – Logistics</p> <p>Purpose of CNA - What we accomplished at the October meeting</p> <p>Agenda and Goals</p> <p>Review of Seven Areas of Concern and Four Goal Areas. Review of the steps to take for Comprehensive Needs Assessment</p> <ul style="list-style-type: none"> •1) Data analysis of “What is” •2) Develop concern statements •3) Determine need indicators and statements •4) Develop solutions/strategies
9:25 – 10:30	<p><i>Dr. Jayne Sowers – Great Lakes Comprehensive Center, American Institute for Research</i></p> <p>A. Concern Statements: Review student, parent, teachers surveys and develop statements</p> <p>B. Participants were divided into 5 groups to review survey data, note findings, and create/revise concern statements.</p> <p>Group 1: Time for instruction; Educational continuity</p> <p>Group 2: English language development</p> <p>Group 3: Education support in the home (and one “Health”)</p> <p>Group 4: Graduation</p> <p>Group 5: School Readiness, Math, Reading (concern statements submitted 11/5)</p>

10:40 –
3:00

Concern Statements and Need Indicators - “verifies and measures that the need exists” and includes data sources

Group 1: Time for instruction; Educational Continuity

- A. We are concerned that most migrant students have moved one or two times during the past school year.

Group wrote solution or goal: “Need: School districts across and within the state need to establish 2 or 3 methods of collaboration to address needs that arise as a result of student moves”

Need Indicator: Number of moves of migrant students during a school year.

Data Sources: Parent surveys; Student surveys; State data

- B. We are concerned that the data showing “38% migrant students have worked in the past 6 months” is not specific enough to analyze.

Group wrote a goal: “Need: Of the possible 75%, (31/44 students surveyed) who have worked in the past 6 months, the percentage of those students have been identified as Priority for Service (PFS) needs to be reduced by 25%. **Group wrote a data need:** More data is needed to determine how many PFS students are working

Need Indicator: Percentage of students indicating they “have worked in the past six months.”

Data Sources: Student surveys

- C. ~~We are concerned that the MDE data is inconsistent with the student perception survey in relation to what is considered home.~~ (Group determined that this was not a concern.)

- D. We are concerned that a large number of students have adult responsibilities: 61% are caring for children and helping siblings and cousins with homework 49% and translating for parents.

Group wrote a goal: “Needs: Migrant students need to reduce the amount of adult responsibility.

⇒ MDE Comment: ...by __%. (address at next meeting)]

Need Indicator: Number of students reporting adult responsibilities and percentage of specific tasks within those responsibilities.

Data sources: Student surveys

Group 2: English /Language Development

- A. We are concerned that 63% of migrant students report that they sometimes understand their classes at school.
-

-
- B. We are concerned that 80-85% of migrant students are below grade level in reading and writing skills according to teacher surveys.
Group wrote goal: *“Need: The % of migrant students who receive proficient or advanced scores in reading (MEAP) will increase by 5% annually for all grade levels tested.*
⇒ MDE Comment: percent could be too high; at least 2%

Need Indicators: (1) Percentage of students that indicate they do not understand their classes in school when taught in English. (2) Teacher reports of migrant students’ functioning below grade level in English reading and writing skills.
Data Sources: Student surveys, Teacher surveys

Group 3: Education support in the home (and one “health”)

- A. We are concerned that only 27% of parents indicate that they have access to work or college information for their children.

Group wrote goal: *“Need: By 2014, 50% of parents need to access college information in their language to share with their children.*
⇒ MDE Comment: Need to have more than 50%

Need Indicator: Percentage of parents reporting lack of access to information work and college information for their children.
Data Source: Parent surveys

- B. We are concerned that 35% of parents indicate that they do not read English at all.

Group wrote solution: *“Need: State Agencies and school districts need to increase partnerships with growers and literary organizations to offer English and family literacy programs and promotes those programs to parents.”*
⇒ MDE Comment: Need a quantifiable statement.

Need Indicator: Percentage of parents not reading English at all.
Data Source: Parent surveys

We are concerned that migrant children’s educational support within the home too dependent among other siblings.

Group wrote Goal: *“Need: Migrant students need to reduce the % of dependency among siblings for instructional support from 47% to 25% within 2 years.*

Need Indicator: Amount of support students receive at home with their schoolwork.

- C. We are concerned that migrant students parent encouragement lacks academic instructional support.

Group wrote solution: Migrant parents who are able to provide academic

instructional support strategies to help their children will increase from 27% to 50% over a two-year span.

⇒ MDE Comment: Is this specific to math and reading? Wording of concern is confusing. What is the data source? Recheck percentages.

Need Indicator: Amount of support students receive at home with their schoolwork.

Data Source: Parent Surveys

- D. We are concerned that 50% of migrant students are below grade level for math problem solving according to teacher surveys.

Need Indicator: Percentage of migrant students scoring below grade level in math problem solving.

Data Source: Teacher surveys

- E. We are concerned that the gap in reading and math proficiency between migrant students and their non-migrant peers grows wider as they go up each grade level until it is 30% or more by grade 11.

Group wrote Goal: *"Need: The % of Migrant students who score at or above proficiency in math on MEAP, MME, MI-Access, needs to increase by 5% annually."*

⇒ MDE Comment: percent could be too high; at least 2%

Need Indicator: Comparison of reading and math standardized test results by grade level for migrant and non-migrant students.

Data Source: State data

***Additional Concerns and Needs Statements from Notes**

- G. We are concerned that migrant children from birth to five have moved in the last year.

Data Source: Based on Student Surveys 38.3% of families have moved at least one time in the past year no children ages 0-5 completed the surveys.

Group wrote goals and solutions: *"Needs:*

1) Early childhood educational programs will increase and the sample family moves will decrease by 35% per year.

2) Guardians/Parent's from birth to five children need to identify 2 early Childhood programs in a 50-mile radius."

Data Source: Based on Student Surveys 38.3% of families have moved at least one time in the past year no children ages 0-5 completed the surveys.

⇒ MDE: Are the needs data-driven? What are "sample family moves"?

	<p>Group 4: Graduation</p> <p>A. We are concerned that less than 10% of students reported that they are unsure or unclear that they will graduate from high school. Group wrote a Goal: <i>“Need: By 2014 increase those students without a plan to 50%.”</i> ⇒ MDE Comment: Suggested revision: When surveying HS students, those students with a plan to graduate will increase to 50%. Needs Indicator: Percentage of students that plan to graduate from a high school? Data Source: Student surveys</p> <p>-----</p> <p>B. We are concerned that too high of a percentage of student respondents do not have a clear/definite interest in post-secondary education.</p> <p>C. We are concerned that low educational background of parent of respondents suggests that their knowledge of college going-pathways maybe limited.</p> <p>D. We are concerned that parents’ knowledge of college-going pathways may need to be bolstered to align with their educational pathways.</p> <p>Group 5: Readiness</p> <p>A. We are concerned that migrant children from birth to five have limited access to structured early childhood programs. Group wrote a Goal: <i>“Needs: The percent of migrant children from birth to five, attending structured early childhood programs need to increase by 5% annually.”</i> -----Needs Indicator: Percentage of migrant young children (0-5 years) attending structured early childhood programs. Data Source: Parent surveys</p> <p>B. We are concerned that migrant children from birth to five experience interrupted opportunities for social /emotional growth.</p>
2:30-3:25	Group work and presentation – NEEDS statements (<i>embedded in group work above</i>)
3:25-3:30	<p>Next Steps: Meeting adjourned and next date of December 18th is scheduled to continue work with data and next steps.</p> <p>Closing comments and findings discussed</p>



Migrant Comprehensive Needs Assessment Development – Meeting #4

December 19, 2012 - Agenda

Goal: To improve student achievement for migrant students.

Objectives:

- 1) To understand the role of comparison groups and the MDE process for fine-tuning the migrant need statements, objectives, and targets.
- 2) To review and discuss concern statements; needs indicators; data sources; and need statements.
- 3) To preview draft pages from Michigan's Comprehensive Needs Assessment document.
- 4) To learn the Michigan process for writing objectives, strategies, and activities.
- 5) To develop strategies, activities, and resources based on the objectives.

9:00 - 9:15	Shereen Tabrizi – OFS, Michigan Department of Education ○ Introductions - Review of previous steps - Agenda
9:15 – 9:45	Shereen and Michelle Williams – OFS, Michigan Department of Education ○ Role of comparison groups ○ Process of fine-tuning of the Need Statements, targets, and objectives
9:45 – 10:30	○ Group review and comments of areas of concern; concern statements; needs indicators; data sources; and need statements
10:30 – 10:40	Break
10:40 – 11:00	Jayne Sowers – Great Lakes Comprehensive Center Draft pages of Michigan's Comprehensive Needs Assessment
11:00 – 11:20	○ Michigan process for writing objectives, strategies, and activities ○ Introduction to developing strategies to meet the objectives
11:20 - 12:00	○ Understand concept of writing <i>strategies</i> that correspond to the objectives and write for group's goal area
12:00 – 12:45	○ Lunch
12:45 – 1:30	○ Continue writing strategies
1:30 – 2:20	○ Understand concept of writing <i>activities</i> that correspond to the strategy and write for group's goal area
2:20 – 2:30	Break
2:30 – 3:20	○ Understand concept of writing <i>resources</i> that correspond to the activity and write for group's goal area
3:15 - 3:30	Closing



Migrant Comprehensive Needs Assessment Development – Meeting #4

December 19, 2012 – Meeting Minutes

Goal: To improve student achievement for migrant students.

Objectives:

- 6) To understand the role of comparison groups and the MDE process for fine-tuning the migrant need statements, objectives, and targets.
- 7) To review and discuss concern statements; needs indicators; data sources; and need statements.
- 8) To preview draft pages from Michigan's Comprehensive Needs Assessment document.
- 9) To learn the Michigan process for writing objectives, strategies, and activities.
- 10) To develop strategies, activities, and resources based on the objectives.

9:00 - 9:15	<p>Shereen Tabrizi – OFS, Michigan Department of Education</p> <ul style="list-style-type: none">○ Shereen provided an overview of the CNA process, where we are at and where we are going next. She explained how the work connects to the State Delivery Plan and the GPRAs (Government Performance and Results Act). The majority of today will be spent identifying essential strategies and activities that will enable us to meet the objectives.
9:15 – 9:45	<p>Shereen and Michelle Williams – OFS, Michigan Department of Education</p> <ul style="list-style-type: none">○ Shereen described the options for writing and evaluating objectives. This included types of comparison groups, use of targets and closing of the achievement gaps. Closing the achievement was the method selected for writing the objectives.<ul style="list-style-type: none">○ Suggestion from group to also review the data for migrant students not including students with disabilities.○ Michelle led the group through a review of the CNA Process Document. Each Goal Area group reviewed and provided suggestions for improvement for the overall goal, the concern statements, needs indicators, data sources, needs statements and objectives using focus questions.
9:45 – 10:30	<ul style="list-style-type: none">○ Groups discussed focus questions, made revisions and comments. Each group designated a note taker who captured the groups' revisions and additional suggestions for improvement.
10:40 – 11:00	<p>Jayne Sowers – Great Lakes Comprehensive Center</p> <ul style="list-style-type: none">○ Jayne provided the group with a sneak peek at the first draft of the Comprehensive Needs Assessment.○ Comments:<ul style="list-style-type: none">What do you see that corresponds to our previous work at the meetings?○ Sections are clearly identified. The importance of the surveys is also clear. The concern statements are also there.○ How do you see the sections building on one another?○ Built on a logical process. The plan must be data based○ What needs to be added from our group?○ Include the timeline and follow-up that will need to be done in the future.

	<p>Need a reflection piece. How will we continue to improve? We need a plan to come back and review. Health and Access to services – how does that fit into high school graduation? Should Health be including for Reading/Math as well? We also need to add something about access to scholarships. Leaving it broader may be helpful when analyzing the data as well. It may be difficult to measure, for example, the changes in pregnancy rates of migrant high school students and the impact on graduation rates. How can we look at the availability of resources within the community?</p> <p>Page 10 – Why are we not using career and college readiness language? Could we say “We are concerned that migrant parents do not use or have access to career or college information”? Discussion of the benefits and challenges of gaining access to career and college information.</p>
11:00 – 11:20	<p>Shereen Tabrizi – OFS, Michigan Department of Education</p> <ul style="list-style-type: none"> Shereen shared that as we follow the Office of Migrant Education’s process for developing the Comprehensive Needs Assessment is being created within the context of Michigan’s District/School Improvement Planning Process. She described the how Michigan’s process for writing objectives, strategies, and activities is reflected in what will be included in the CNA and then, within the State Delivery Plan. Shereen provided examples and led discussion of a sample objective with a corresponding strategy and the activities.
11:20 - 12:00	<p>Jayne Sowers – Great Lakes Comprehensive Center</p> <ul style="list-style-type: none"> Jayne instructed the group in writing <i>strategies</i> that correspond to the goal area and the objectives. She provided examples/non-examples as well as a means for evaluating whether the strategies were accountable, feasible, and would have a positive effect on the objective.
12:45 – 1:30	<ul style="list-style-type: none"> Continue writing strategies
1:30 – 2:20	<p>Jayne Sowers – Great Lakes Comprehensive Center</p> <ul style="list-style-type: none"> Jayne instructed the group in writing <i>activities</i> that correspond to the <i>strategies</i> and the objectives.
2:30 – 3:00	<p>Jayne Sowers – Great Lakes Comprehensive Center</p> <ul style="list-style-type: none"> Jayne instructed the group identifying the resources needed for each activity.. She provided examples/non-examples as well as a means for evaluating whether the <i>activities</i> were accountable, feasible, and would have a positive effect on the objective.
3:00- 3:15	<p>Presentation of Work:</p> <p>Each group presented their work with the objectives, strategies, and activities. The information was captured on worksheets.</p> <ul style="list-style-type: none"> Reading/Math Graduation School Readiness



Migrant Comprehensive Needs Assessment Development – Meeting #5

January 23, 2013- Agenda

Goal: To improve student achievement for migrant students.

Objectives:

- 1) To review final CNA draft especially the strategies, activities, and resources developed at last meeting.
- 2) To develop monitoring and evaluation systems of implementation that includes regularly collecting and analyzing migrant student and program data.
- 3) To create an ongoing cycle of needs assessment.

Time	Activity
9:00 - 9:15	<ul style="list-style-type: none">○ Review of Comprehensive Needs Assessment process○ Objectives to complete the CNA today
9:15 – 9:45	<ul style="list-style-type: none">○ Briefly review initial pieces of CNA in goal area groups
9:45 – 10:30	<ul style="list-style-type: none">○ Review “Strategies, Activities, Resources” individually and in goal area groups
10:30 – 10:45	<ul style="list-style-type: none">○ Break
10:45 – 11:45	<ul style="list-style-type: none">○ <i>Seeking Input:</i> Detailed Activities for Districts and Schools to Implement
11:45 – 12:30	<ul style="list-style-type: none">○ Lunch
12:30 – 1:30	<ul style="list-style-type: none">○ Overview of Monitoring and Evaluation Systems and MDE Planning Tool
1:30 – 2:15	<ul style="list-style-type: none">○ <i>Seeking Input:</i> Monitoring and Evaluation
2:15 – 2:30	<ul style="list-style-type: none">○ Break
2:30 – 3:00	<ul style="list-style-type: none">○ <i>Seeking Input:</i> Continuous Cycle of Migrant Needs Assessment and Implementation of CNA
3:00 – 3:15	<ul style="list-style-type: none">○ Final Steps of CNA



Migrant Comprehensive Needs Assessment Development – Meeting #5

January 23, 2013- Meeting Minutes

Goal: To improve student achievement for migrant students.

Objectives:

- 1) To review final CNA draft especially the strategies, activities, and resources developed at last meeting.
- 2) To develop monitoring and evaluation systems of implementation that includes regularly collecting and analyzing migrant student and program data.
- 3) To create an ongoing cycle of needs assessment.

Time	Activity
9:00 - 9:15	Shereen thanked the committee members for their contribution to the CNA process. Members introduced themselves. Shereen reviewed the steps completed to date in OME's CNA process. She shared the goals for today's meeting and how the CNA feeds into the State Delivery Plan.
9:15 – 9:45	Jayne shared CNA draft #2 and explained the activity. Members of the committee were asked to skim the document using the following two guiding questions: (a) Is there anything missing in the document that describes the processes conducted in our past four meetings? (b) Is there anything missing in the data we found and the concern statements developed? Members noted questions, revisions and comments in the draft for the MiMEP team to review.
9:45 – 11:45	Committee members reviewed the strategies, activities, and resources. Jayne and Michelle co-facilitated the discussion of individual strategies and activities including feasibility and impact on achievement. Members requested the inclusion of career pathways curriculum and resources, optional resources for parents who are not literate, and a focus on linking to resources readily available in the community. Discussion included implementation at the local level. Members were eager to share community resources that they were aware of. Concern was expressed about the number of activities that listed the migrant teacher as the responsible party. Suggestion was made to move consider which of these could become the responsibility of the program administrator.
11:45 – 12:30	○ Lunch
12:30 – 2:30	Shereen explained the next step – planning for monitoring and evaluating the implementation of the strategies and activities. She provided descriptions of formative and summative assessments in the education setting. She gave examples of real-life situations for each type. Shereen used the MDE Program Planning & Evaluation Tools and the five planning questions to facilitate a discussion on the implementation of the State Delivery Plan

	that is derived from the work done by the CNA Committee. Jayne led the group through each goal area. A method of monitoring/evaluating for each strategy was identified.
2:30 – 3:00	<p>Shereen shared that MiMEP will be analyzing the demographic, perception, and achievement data and reporting on the progress toward meeting the objectives annually. The CNA Committee will reconvene each year to review the available implementation data and make minor changes to the CNA and State Delivery Plan as needed.</p> <p><i>Question: What would the documentation look like for this annual meeting? Could there be a dashboard or metrics?</i> We will have an annual report; a full written evaluation of the achievement data will be expected two years later. MiMEP will work out a cycle of annual review and reporting. First annual meeting will occur, Spring 2014.</p> <p>Every 3-5 years, the full CNA process will be repeated to ensure timely identification of the specific needs of migrant children.</p> <p>Additional ideas were shared for building the Michigan Migrant Education Program including: interviewing administrators, parents, other stakeholders; share migrant student stories – radio, video, articles; create a statewide profile.</p>
2:30-3:00	Shereen shared the final steps for the CNA. The document will be sent to OME in February. The State Delivery Plan will be created from the CNA and the monitoring/evaluating recommendations today.

Who needs to know about the plan?

parents, community, growers, principals, liaisons, faith-based agencies, partners/affiliates in this process, teachers

What does each group need to know?

Audience?	What?	How?
All audiences listed above	Goals/objectives	1 page summary
Principals, liaisons, agencies, stakeholders	Brief summary/abstract	1 page summary
Agencies	Specific resources from each agency and how it would impact them	Emails
IMSC/MRC	Summary; goals	Presentation

Appendix B

Needs Assessments Survey Instruments

Michigan Migrant Education Program Stakeholder Surveys and Directions

October 29, 2012

MEP Program Directors and Valued Stakeholder Partners,

The Michigan Migrant Comprehensive Needs Assessment (CNA) Committee is seeking your assistance in gathering information from some of our stakeholder groups, specifically parents, students, and teachers.

Below you will find detailed directions concerning each of the surveys. These processes were designed during our October 18, 2012 CNA meeting to be doable and illicit the most participation in a short amount of time. In order to utilize the survey data at the November CNA Committee meeting, the due date for all data submissions will be **November 9, 2012**.

We appreciate your ongoing commitment to Michigan's Migrant Education Program - our migrant students, their families and the individuals who serve them. If you have questions, please call Michelle Williams at 517.373.6066 or email at WilliamsM48@michigan.gov.

Sincerely,

Shereen Tabrizi & Michelle Williams

Shereen Tabrizi, Ph. D. *Manager*, Special Populations Unit, Office of Field Services, MDE, TabriziS@michigan.gov

Michelle Williams, *Migrant Education Consultant*, Special Populations Unit, Office of Field Services, MDE, WilliamsM48@michigan.gov

Directions

Migrant Program Directors – Complete Parent, Student and Teacher surveys.

Stakeholder Partners – Complete Parent and/or Student surveys as is appropriate based on your constituency.

Parent Survey:

1. Select 5 parents that are representative of your parent group. If possible, the committee prefers representation from both the summer and regular year programs. Surveys are provided in English and Spanish.
 - a. Parents may complete the survey independently in Spanish or English.
 - b. Parents may be interviewed in person or via phone. If using an interview process, please use the questions provided to ensure validity.
2. Input the results into Survey Monkey.
 - a. Input each of the 5 surveys separately. (Do not tally results.)
 - b. Due to restrictions with Survey Monkey each survey must be inputted from a different computer. If you have challenges with this, please contact LaTrese Royal at 517-373-6066.
 - c. All question numbers line up with the English and Spanish pdf/paper surveys for easy inputting.
 - d. Open Hyperlink:

https://www.surveymonkey.com/s/Michigan_Migrant_Education_Program_Parent_Survey

- e. Have all surveys inputted by November 9, 2012.

Student Survey:

1. Select 5 students that are representative of your student group. Choose students that are articulate and can provide elaboration as needed. If possible, the committee prefers representation from both the summer and regular year programs. Surveys are provided in English and Spanish.
 - a. The committee prefers that students are interviewed in person or via phone whenever possible. When using an interview process, please use the questions provided to ensure validity.
 - b. Surveys may complete the survey independently if necessary in Spanish or English.
2. Input the results into Survey Monkey.
 - a. Input each of the 5 surveys separately. (Do not tally results.)
 - b. Due to restrictions with Survey Monkey each survey must be inputted from a different computer. If you have challenges with this, please contact LaTrese Royal at 517-373-6066.
 - c. All question numbers line up with the English and Spanish pdf/paper surveys for easy inputting.
 - d. Open Hyperlink:

https://www.surveymonkey.com/s/Michigan_Migrant_Education_Program_Student_Survey

- f. Have all surveys inputted by November 9, 2012.

Teacher Survey:

1. Teacher surveys will only be provided via pdf in English only. Teachers will not be asked to use Survey Monkey at the request of the committee.
2. Select 5 teachers that are representative of your teacher group.

3. Teachers may choose to submit surveys to the Migrant director, his/her designee, or return the survey directly to the MEP office. The committee was adamant that this decision be left to the discretion of the individual teachers to ensure the option of complete confidentiality.
4. Options to return Teacher Surveys:
 - a. Hardcopies may be returned to the following address:
Office of Field Services
C/O LaTrese Royal
608 W. Allegan St.
Lansing, MI 48909
 - b. Hardcopies may be scanned and emailed to:
OFSSpecPops@michigan.gov
 - c. Hardcopies may be faxed, care of LaTrese Royal, to
(517) 335-2886
 - d. If sending via postal mail, please allow time for receipt – send no later than November 5, 2012. Have all surveys submitted by November 9, 2012.

Michigan Migrant Education Program

Parent Survey

1. Are you a migrant worker? ☐ Yes ☐ No Interviewer:
- If so, how many times do you move within a school year?
2. What grade level did you complete?
3. How many children do you have in each age or grade group?
- | | |
|--|--|
| <input type="checkbox"/> Age 0-4, not in school yet | <input type="checkbox"/> Preschool |
| <input type="checkbox"/> Kindergarten – 5 th grade | <input type="checkbox"/> 6 th - 8 th grade |
| <input type="checkbox"/> 9 th -12 th grade | <input type="checkbox"/> In college |
| <input type="checkbox"/> Adult children, not in college | |
4. How many adult children graduated from ☐ High School?
5. ☐ College?
6. What experiences outside of the home did your children have before entering Kindergarten?
- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Relative care | <input type="checkbox"/> Preschool |
| <input type="checkbox"/> Migrant Head Start | <input type="checkbox"/> Child care |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> Other: _____ |
7. What is your home language(s)? *(check all that apply)*
- ☐ English ☐ Spanish ☐ Other: _____
8. How well do you speak English?
- | | |
|---------------------------------|-------------------------------------|
| <input type="checkbox"/> Well | <input type="checkbox"/> Somewhat |
| <input type="checkbox"/> Little | <input type="checkbox"/> Not at all |
9. How well do you read English?
- | | |
|---------------------------------|-------------------------------------|
| <input type="checkbox"/> Well | <input type="checkbox"/> Somewhat |
| <input type="checkbox"/> Little | <input type="checkbox"/> Not at all |
10. How well do you speak Spanish?
- | | |
|---------------------------------|-------------------------------------|
| <input type="checkbox"/> Well | <input type="checkbox"/> Somewhat |
| <input type="checkbox"/> Little | <input type="checkbox"/> Not at all |

11. How well do you read Spanish?

☐

Well

☐

Little

☐

Somewhat

☐

Not at all

12. Do you believe your children are receiving a good education in Michigan?

☐

Yes

☐

No

Please explain why.

13. Do you help your children with homework?

☐

Always

☐

Sometimes

☐

Almost Never

☐

Never

14. Do you talk with your children's teacher(s)?

☐

Always

☐

Sometimes

☐

Almost Never

☐

Never

15. Do you feel your children's teachers have a good understanding of the challenges the migrant child needs to overcome to succeed in school?

☐

Yes

☐

No

Please explain.

16. What level of education do you expect from your children?

☐

Finish 8th grade

☐

Finish college

☐

Finish high school

☐

Work

17. What do you do to support him/her?

18. Who do you believe helps your children's education? *(check all that apply)*

☐

Parents

☐

Cousins

☐

Teachers

☐

Principals

☐

Siblings

☐

School Staff

☐

Grandparents

☐

Other: _____

☐

Aunts or Uncles

19.

20. What support services do you use? *(check all that apply)*

☐

Translation

☐

Books/materials/supplies

☐

Parenting education

☐

Counseling for students

☐

Health referrals (medical/dental/vision)

☐

Referrals to community agencies

☐

Information for out-of-school youth

☐

Work or college information

☐

Information on 0-4 year old services

☐

Other: _____

21. What suggestions do you have to help us improve?

[A Spanish version of the parent survey was provided.]

Michigan Migrant Education Program

Student Survey

1. Are you attending school? ☐ Yes ☐ No Interviewer: _____
What grade are you in?
2. How many younger and older siblings do you have? ☐ Younger ☐ Older
3. Where do you consider your home?
☐ Michigan ☐ Texas ☐ Florida ☐ Mexico ☐ Other: _____
4. Are you working or have you worked in the past six months? ☐ Yes ☐ No
5. How many times have you moved in the past year?
☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ more than 3
6. What responsibilities do you have at home?
☐ Caring for siblings ☐ Homework
☐ Working to provide additional income for the family ☐ Helping siblings or cousins with homework
☐ Translating for parents ☐ Other: _____
7. Do you plan to graduate from High School?
☐ Yes ☐ Probably ☐ Maybe ☐ No
8. Do you want to go to a community college or to a university?
☐ Yes ☐ Probably ☐ Maybe ☐ No
9. Do you plan to graduate from community college or a university?
☐ Yes ☐ Probably ☐ Maybe ☐ No
10. What is your home language(s)? *(check all that apply)*
☐ English ☐ Spanish ☐ Other: _____
11. How well do you speak English?
☐ Well ☐ Somewhat
☐ Little ☐ Not at all
12. How well you read English?
☐ Well ☐ Somewhat
☐ Little ☐ Not at all

13. How well do you speak Spanish?

☐

Well

☐

Somewhat

☐

Little

☐

Not at all

14. How well do you read Spanish?

☐

Well

☐

Somewhat

☐

Little

☐

Not at all

15. What are three important school challenges you or your family face as migrants?

16. What do you think are the three biggest obstacles (challenges) that a migrant student needs to overcome when he/she moves to a new school during the school year?

17. How well do you understand your classes at school?

☐

Always understand

☐

Understand a little

☐

Sometimes understand

☐

Never understand

18. How does your school help you improve your English?

☐

Bilingual Teachers

☐

Bilingual Assistants

☐

ESL Classes

☐

Other: _____

19. Who do you believe helps you with your education? *(check all that apply)*

☐

Parents

☐

Cousins

☐

Teachers

☐

Principals

☐

Siblings

☐

School Staff

☐

Grandparents

☐

Other: _____

☐

Aunts or Uncles

20. What help have you received from your Michigan schools? *(check all that apply)*

☐

Translation

☐

Information for out-of-school youth

☐

Books/materials/supplies

☐

Work or college information

☐

Counseling for students

☐

Credit accrual or GED

☐

Health referrals

☐

Other: _____

(medical/dental/vision)

☐

Referrals to community

agencies

21. What suggestions do you have to help us improve the migrant program?

[A Spanish version of the student survey was provided.]

Michigan Migrant Education Program Teacher Survey

Directions for Program Directors:

1. Teacher surveys will only be provided via pdf in English only. Teachers will not be asked to use Survey Monkey at the request of the committee.
2. Select 5 teachers that are representative of your teacher group.
3. Teachers may choose to submit surveys to the Migrant director, his/her designee, or return the survey directly to the MEP office. The committee was adamant that this decision be left to the discretion of the individual teachers to ensure the option of complete confidentiality.
4. Options to return Teacher Surveys:
 - a. Hardcopies may be returned to the following address:
Office of Field Services
C/O LaTrese Royal
608 W. Allegan St.
Lansing, MI 48909
 - b. Hardcopies may be scanned and emailed to:
OFSSpecPops@michigan.gov
 - c. Hardcopies may be faxed, care of LaTrese Royal, to
(517) 335-2886
 - d. If sending via postal mail, please allow time for receipt – send no later than November 5, 2012.

Have all surveys submitted by November 9, 2012.

Michigan Migrant Education Program Teacher Survey

1. Do you work with migrant students? ☐ Yes ☐ No
If yes: ☐ Regular School Year ☐ Summer Program ☐ Both
2. What grade level(s) of migrant students do you work with?
3. Are you bilingual? ☐ Yes ☐ No
What language?
How well do you speak? ☐ Well ☐ Somewhat ☐ A little ☐ Not at all
How well do you read and write? ☐ Well ☐ Somewhat ☐ A little ☐ Not at all
4. Please rank the following challenges to serving migrant students in order of significance:
(1 being most significant, 10 being less significant)
 - ☐ Limited comprehension skills
 - ☐ Limited opportunities to provide or coordinate intervention/remediation
 - ☐ Lack of experiences; achievement gaps
 - ☐ Incomplete assignments/homework
 - ☐ Physical health of students (*tired, hunger, medical/dental, etc.*)
 - ☐ Low self-confidence/self-esteem
 - ☐ Inconsistent attendance
 - ☐ Language barriers when communicating with students
 - ☐ Student and teacher relationships (*limited time to connect*)
 - ☐ Student to student relationships (*keep the same few friends, limited new friends*)
5. Of the ten challenges listed on the previous page, which have you had the most success in overcoming? How are you overcoming that challenge?

6. In general, how do your migrant students score?

Please mark with "1" if migrant students are generally above grade level, "2" if migrant students are generally at grade level, or "3" if migrant students are generally below grade level. *(Please add specification as applicable; i.e. Biology, Algebra, etc.)*

<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Math Problem Solving (_____)
<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Science Concepts (_____)
<input type="checkbox"/> Writing Fluency	<input type="checkbox"/> Science Processes (_____)
<input type="checkbox"/> Writing Skills	<input type="checkbox"/> Social Studies Concepts (_____)
<input type="checkbox"/> Math Computation	<input type="checkbox"/> Social Studies Application (_____)

7. Which programs are offered by the school?

Please mark with "X" if you do not have the program, "1" if there are migrant students in those programs, "2" if only non-migrant students have access, or "3" if you don't know.

<input type="checkbox"/> Bilingual Education
<input type="checkbox"/> English as a Second Language
<input type="checkbox"/> Other Language support services
<input type="checkbox"/> Gifted and Talented
<input type="checkbox"/> Special Education
<input type="checkbox"/> Advanced Placement
<input type="checkbox"/> Tech/Prep Programs
<input type="checkbox"/> Extended Day
<input type="checkbox"/> After School
<input type="checkbox"/> Summer School
<input type="checkbox"/> Counseling
<input type="checkbox"/> Credit Accrual
<input type="checkbox"/> Athletics
<input type="checkbox"/> Music
<input type="checkbox"/> Other: _____

8. To what degree are your migrant students enthusiastic about learning?

☐ Always/most of the Time ☐ Sometimes ☐ Seldom ☐ Never

9. To what degree do you communicate with migrant parents?

☐ Frequently ☐ Sometimes ☐ Seldom ☐ Never

10. Which barriers do face when communicating with parents? *(check all that apply)*

☐ Finding translators ☐ Coordinating logistics for translation
☐ Lack of technology ☐ Time for parents to come to school
☐ Other: _____

11. What professional development have you received regarding the specific needs of migrant students?

12. What professional development would you like to have to support you in meeting the specific needs of migrant students?

13. What suggestions do you have to help us improve?